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ABSTRACT

This manual for counseling personnel provides ready access to appropriate resources for planning and implementing a comprehensive guidance program. It is divided into four sections. Section 1 provides information about and examples of nine essential focal points in a good program: (1) philosophy of education, (2) program development model, (3) counselor program planning skills inventory, (4) competencies necessary to plan and implement a program, (5) major services and functional duties of guidance personnel, (6) guidance goals, (7) identifying and assessing needs, (8) objectives and activities, and (9) evaluation and reports. To facilitate locating information in the manual, sections 2-4 are designated for elementary, middle, and secondary schools. Each section includes such information, examples, and models as philosophy, goals, model, competencies, major services and functional duties, needs, objectives, activities, calendar, job description, and evaluation and reports. Appended materials include student, teacher, parent, and employer guidance services needs assessment surveys; suggested formats for guidance plan report and program evaluation; student performance evaluation model; and listing of resource materials for developing guidance programs. (YLB)

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HOW TO DEVELOP
A COMPREHENSIVE GUIDANCE PROGRAM:
A RESOURCE MANUAL

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CE 028 837

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EDUCATION & WELFARE
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Alabama State Department of Education
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PREFACE

PURPOSE:

The purpose of this manual is to provide a resource document for personnel involved in the counseling and guidance process at the local level so that they can better plan and implement a comprehensive guidance program.

RATIONALE: For the renewal of Guidance and Counseling Personnel

In order for professionals to provide optimum service to students they must remain skilled and technically competent in the use of contemporary concepts and methods of guidance, counseling, placement, and follow-up. Professionals cannot rely solely on the skills and knowledges necessary for a lifetime of service by simply completing a pre-service preparation program. On the contrary, personnel need to continuously update their current competencies and to meet the demands of a dynamic educational system.

In 1979, the Alabama State Board of Education adopted a State Plan for Inservice Education and Professional Development. All professional personnel are required by the 1979 State Plan for Professional Development to develop, implement, and evaluate individual plans based upon valid needs assessment and to improve student achievement. Furthermore, the individual plans are to become a part of the overall school system plans. Finally, The Alabama State Plan for Vocational Education states that counselors funded with federal and state vocational funds shall develop a vocational guidance and counseling program plan.

Need for a Comprehensive Guidance Program:

In order that a guidance program be of maximum service to students, it must be comprehensive, that is, it must involve the majority of students in an active pursuit of worthwhile educational, career, and personal/social goals. Students, faculty, parents, and administrators must recognize that guidance needs are being met. Research, however, indicates that this is not happening and that there are significant numbers of students whose guidance needs are not being met.

A study conducted by the American College Testing Program during the 1978-79 school year on 25,747 twelfth grade students in Alabama revealed the following data:

a. twenty-one percent were dissatisfied with the guidance and counseling program at their local school.

b. thirty percent were dissatisfied with the adequacy of their school programs in career education and career planning.

c. fifty-eight percent stated they needed help in locating a part-time school year job.

d. forty-seven percent stated that they had a special need for help in educational and vocational planning in college.

e. thirty-seven percent indicated a need for personal counseling in college.

The findings of the preceding study indicate that the typical high school graduate in Alabama is indeed missing up-to-date comprehensive guidance services.

The Problem:

Guidance and counseling systems are found throughout the elementary, middle, and secondary schools of the state. The programs have numerous titles and are generally not well coordinated. Furthermore, the diversity of administrative structures found throughout local education agencies has caused considerable fragmentation of the guidance and counseling function. Most schools in the state do not have comprehensive guidance programs.

Assistance is needed which will provide local educational personnel and educational planners with resources to develop their own comprehensive guidance and counseling programs. Consequently, the purpose of this manual is to provide a resource document for personnel involved in the counseling and guidance process at the local level so that they can better plan and implement a comprehensive guidance program. Findings from the Project RENEW study suggest that a system-wide program involving elementary, middle and secondary schools, and area two-year colleges is both feasible and desirable.

Review of Related Literature:

Most educational forecasters say that the only certainty in the coming years about our educational institutions, their clientele, and programs is that these will be in a state of continuous accelerated change.

The National Advisory Council on Vocational Education (1972) "discovered that the general quality of counseling and guidance services today is greatly in need of improvement. The counseling and guidance profession is not keeping up with the latest developments in our educational system...little attention is given by counselors to vocational and technical education, and the expanding variety of new career opportunities which do not require a four-year college degree..." The Council further stated that when we look beneath the surface, the status of counseling, in practice, looks shaky and shabby. Some of the concerns expressed by the Council are as follows:

"1. Counselors are much more competent in guiding persons towards college attendance than towards vocational education."

"2. Job placement and follow-up services are not now being routinely provided as an important part of counseling and guidance programs."

"3. In almost no setting is the counselor-counselee ratio low enough to justify strict one-to-one counseling, but counselors still persist in their attempts to use this technique, rather than group counseling approaches, as their primary method of helping people solve their problems."

"4. Most counselors know very little about the world of work outside of education."

Borow (1974) states that "it is evident that the insular counselor of the past-ensconced in his office with his tests, college bulletins, and occupational information files, processing his pupil personnel records and limiting his personal contacts chiefly to student counseling on a one-to-one basis-is becoming less typical." Mitchell (1976) indicates that career guidance, vocational guidance, and the use of group guidance all point the way to the current thrust of maximizing the effectiveness of services to the entire student population.

The overwhelming burden on the counselor today is to keep up with changes. To develop a comprehensive plan necessitates that the counselor have ready access to appropriate resources that can facilitate the planning and implementation of a comprehensive guidance and counseling plan.

This manual is designed to provide a ready resource for counseling personnel. It provides examples for many of the activities associated with the development of such a plan. In addition, it will provide references for extensive resources as a valuable aid to the planning process.

The basic contents of this manual are designed around major competencies that were identified as essential for planning and implementing a comprehensive guidance program. These competencies, "that the counselor knows the goals of guidance and counseling," through to the point "that the counselor is able to develop appropriate evaluative instruments and techniques for determining progress of students," from first to last are the benchmarks of professional development. The more efficient counselors become at acquiring and developing these basic competencies of their profession, the more effective guidance will become.

Recommendations:

Experience gained in Project RENEW revealed both successes and failures in developing comprehensive guidance programs. Emerging from the experience of the nine systems involved and learning from both success and failure, three recommendations seem fully justified:

1. School personnel should allocate planning time to develop a program plan, and determine that a final product will be produced for the school or school system.

2. Guidance counselors should form a working advisory committee of a few teachers and at least one interested administrator. This committee is vital for determining program goals and developing the details for the needs assessment.

3. Someone must assume leadership for following through with the task of assembling and preparing the final written report.

References:

Borow, H. Career Guidance in America: Heritage and Promise in M. L. Barlow, The Philosophy for Quality Vocational Education Programs. Washington, D.C.: American Vocational Association, 1974.

Mitchell, W. E. School-Based Job Placement: A Dimension for the Delivery of Guidance Services. A Brief Overview of Counselor Involvement in a School-Based Job Placement Service. Akron, Ohio: Summit County Schools, 1976.

National Advisory Council on Vocational Education. Counseling and Guidance: A Call for Change. Washington, D. C.: National Advisory Council on Vocational Education, 1972.

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The parent project from which this document came was called The Professional Renewal of Guidance and Counseling Personnel, Project No. 498AH70336, Grant No. G007701950, U. S. Office of Education, Bureau of Occupational and Adult Education. The state staff named it simply Project RENEW '77.

The parent project had five objectives initially which were later extended to include two more objectives of which two manuals were the product. The five initial objectives were:

1. Design and test a model for updating on a continuous basis the necessary competencies and knowledges of those who participate in the conceptualization planning, implementation, conducting, and evaluation of comprehensive systems of guidance, counseling, placement, and follow-up activities.

2. Establish a Guidance and Counseling Renewal Center.

3. Update and train a minimum of twenty persons who are engaged in the guidance and counseling function.

4. Develop a comprehensive guidance and counseling plan for each school that has one or more of its personnel participating in the Renewal Center's activities.

5. Complete an evaluation study of the effects of the Renewal Center upon the target population.

There were eight school systems and one two-year technical college which undertook the development and training necessary to reach the objectives. It is appropriate to recognize and acknowledge the contributions of three groups in the development of this publication. These are the local participants, the editorial task force, and the project advisory committees.

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INTRODUCTION

ONE:

A. GENERAL ORGANIZING STATEMENT

An effective resource manual is important in the development of a comprehensive guidance program. To assist in the organization of such a program, this manual is divided into four sections.

Section one includes the processes of a comprehensive guidance program with narration and examples of each of the necessary components. To facilitate locating information in the manual, sections two, three, and four are designated for elementary school, middle school, and secondary school. Ideas, suggestions, materials, plans, objectives, and other information appropriate for each level are included in these sections.

B. PROCESSES IN PLANNING AND IMPLEMENTING A COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

There are many processes essential to the development and implementation of a comprehensive guidance program. Such processes include developing a statement of philosophy of guidance including student goals, designing or adapting a model for program development, using a counselor program planning skills inventory, identifying the competencies necessary to plan and implement a guidance program, determining the functional duties of guidance personnel, setting guidance goals, performing a needs assessment, developing appropriate objectives and activities which will fulfill identified needs and evaluating and reporting program effectiveness. Examples and a description of these processes are included in this chapter. Section one includes information about and examples of nine essential focal points in a good program:

1. Philosophy of Education
2. Program Development Model
3. Counselor Program Planning Skills Inventory
4. Competencies Necessary to Plan and Implement a Comprehensive Guidance and Counseling Program
5. Major Services and Functional Duties of Guidance Personnel
6. Guidance Goals
7. Identifying and Assessing Needs
8. Objectives and Activities
9. Evaluation and Reports

1. STATEMENT OF PHILOSOPHY OF EDUCATION

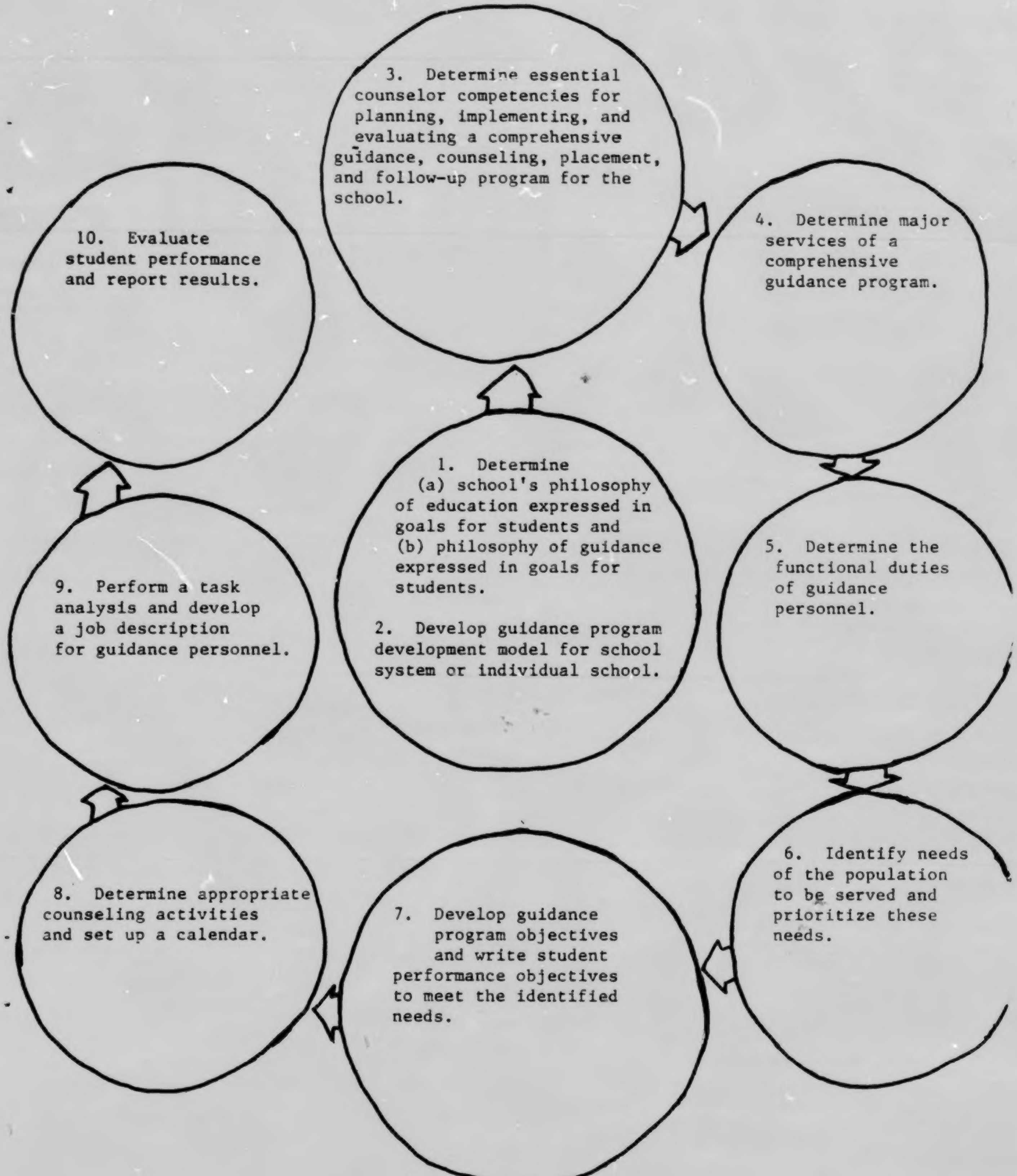
It is important that all who are attempting to plan and implement an educational program understand what the educational philosophy of the school means in terms of educational goals for students. Therefore, the planning team should begin by looking at and coming to agreement on what the school's philosophy means in terms of goals for students.

Once this educational philosophy is understood, it is next in order to determine what the guidance philosophy is in terms of goals for students. As the foundation for the plan of guidance one should be able to place the guidance program within the educational, social, and career context of the school and community. One should be able to state the "place" of guidance in the education of the student. (Examples of philosophy of education can be found on pages 37, 62, 63, 64, 87, 88.)

2. PROGRAM DEVELOPMENT MODEL

A program development model is utilized for the purpose of following a planned guide for implementing a guidance program. The model components could be used as sample guides to determine where the individual's guidance program is located at the present time; then the completion of the model components should be followed. One might rearrange a model to fit each individual's setting by still using the essential components.

PROGRAM DEVELOPMENT MODEL



1. Determine
(a) school's philosophy of education expressed in goals for students and
(b) philosophy of guidance expressed in goals for students.

2. Develop guidance program development model for school system or individual school.

3. Determine essential counselor competencies for planning, implementing, and evaluating a comprehensive guidance, counseling, placement, and follow-up program for the school.

4. Determine major services of a comprehensive guidance program.

5. Determine the functional duties of guidance personnel.

6. Identify needs of the population to be served and prioritize these needs.

7. Develop guidance program objectives and write student performance objectives to meet the identified needs.

8. Determine appropriate counseling activities and set up a calendar.

9. Perform a task analysis and develop a job description for guidance personnel.

10. Evaluate student performance and report results.

3. COUNSELOR PROGRAM PLANNING SKILLS INVENTORY

There are many skills essential in planning and implementing a guidance program. The Counselor Program Planning Skills Inventory can be utilized to determine specific strengths and weaknesses and to evaluate present professional abilities.

One might choose to use the Counselor Program Planning Skills Inventory included in the following pages.

THE PROGRAM PLANNING SKILLS INVENTORY

Purpose and Rationale:

The counselor Program Planning Skills Inventory indicates the kinds of skills necessary for reaching the goal of a well-planned comprehensive guidance program. It should reveal which skills the counselor has already attained and which skills yet remain to be mastered.

The instrument has implications for further professional development training in that the tasks specified may be viewed as training goals for inservice workshops.

The instrument is based on a careful consideration of research from various sources. Principally, these were

A. Accountability in Guidance Services, a Guide for the Development of a Competency-Based-Outcome-Stated Guidance Plan, Division of Guidance Services, Texas Education Agency, Austin, Texas, 1973.

B. The Counselor "Do List," Alabama State Department of Education, Pupil Personnel Services, Montgomery, Alabama.

C. Developing Comprehensive Career Guidance Programs Orientation, American Institutes for Research, Palo Alto, California.

D. "Global Competencies--Secondary School Counselor--Elementary School Counselor," Auburn University Counselor Education Department, Auburn, Alabama.

E. Career Guidance Program Staff Competencies, Center for Vocational Education, The Ohio State University, Columbus, Ohio.

PART ONE OF THE INSTRUMENT

The rationale for the instrument was to tap counselor competencies based on kinds of products which would flow from the exercise of a competency.

The major competencies tapped were

1. The counselor must be able to assess the needs and/or expectations of the population(s) to be served. (Items 1-6).

2. The counselor must be able to determine guidance priorities based on identified needs. (Items 7-9).

3. The counselor must be able to formulate measurable objectives from identified needs and priorities. (Items 10-17).

4. The counselor must be able to formulate specific tasks relative to achieving objectives. (Items 18-23).

5. The counselor must be able to coordinate a continuing evaluation. (Items 24-28).

COUNSELOR PROGRAM PLANNING SKILLS INVENTORY
PROJECT RENEW '77 - PUPIL PERSONNEL SERVICES
ALABAMA STATE DEPARTMENT OF EDUCATION

We would like to obtain an indication of your needs for professional development in the area of developing, implementing, and evaluating a comprehensive guidance and counseling system for your school. This information should be useful in preparing an individual training plan to help you update skills. Please give careful thought to each question and be frank in your appraisal.

NAME______________________________ NO. YEARS' EXPERIENCE____________________

SCHOOL____________________________ HIGHEST DEGREE________________________

ASSIGNMENT____

As part of my job:	DIRECTIONS: (1) To the left of each statement mark (x) to indicate whether or not as part of your professional work you have accomplished these goals. (2) To the right of each statement mark (x) in the column which represents your judgment of its adequacy. (3) To the far right mark an (x) on the scale indicating your present skill level. (1 is low; 10 is high)	How well is this working?					Based on previous training or experience, I think my present skill level for doing this activity is:									
		Not Working	Inadequate	No Opinion	Adequate	Works Very Well	1	2	3	4	5	6	7	8	9	10
__yes__no__?	PART I I. ASSESSING NEEDS: As part of my work assignment: 1. Developed a system for utilizing data collected on the basis of an assessment of needs or expectations of the populations* I serve.															
__yes__no__?	2. I have developed data collection procedures and have collected data based on the needs or expectations of the populations I serve.															
__yes__no__?	3. I have made a listing of the areas of concern of the populations to be served based on needs or expectations															
__yes__no__?	4. I have made a listing of all populations** to be served through my guidance program.															

		Not Working	Inadequate	No Opinion	Adequate	Works Very Well	1	2	3	4	5	6	7	8	9	10
__yes__no__?	5. I have made a listing of all those whose decisions*** are needed in order to use the obtained needs data.															
__yes__no__?	6. I have obtained usable data with which to assess the needs and/or expectations of the population(s) to be served.															
__yes__no__?	II. SETTING PRIORITIES: As part of my work assignment: 7. I have written a priority statement defining the organizational structure of personnel and resources required to accomplish changes from existing to desired conditions.															
__yes__no__?	8. I have made a priority listing of guidance needs.															
__yes__no__?	9. I have established priorities of identified guidance needs of the populations to be served based on the utilization of personnel and resources.															
__yes__no__?	III. DEVELOPING OBJECTIVES: As part of my work assignment: 10. I have developed a plan for gathering and interpreting data on the effectiveness of the objectives for the guidance program.															
__yes__no__?	11. I have developed or selected the appraisal techniques to measure the objectives of the guidance program.															

		Not Working	Inadequate	No Opinion	Adequate	Works Very Well	1	2	3	4	5	6	7	8	9	10
__yes__no__?	12. I have developed an established time-line for achievement of the classified, defined, outcome-stated objectives															
__yes__no__?	13. I have defined criteria which measures the achievement of objectives.															
__yes__no__?	14. I have a written description of the conditions under which objectives can be achieved.															
__yes__no__?	15. I have made a list of defined objectives stated in terms of pupil outcome.															
__yes__no__?	16. I have developed a systematic approach for the classification**** of objectives.															
__yes__no__?	17. I have identified the priority needs that are used to formulate measurable statements of purpose.															
__yes__no__?	IV. DEVELOPING ACTIVITIES TO ACHIEVE OBJECTIVES: As part of my work assignment: 18. I have developed a review system which identifies or predicts strengths and weaknesses in procedural or implementation designs and indicates need for alternative action.															
__yes__no__?	19. I have developed desired pupil outcome-statement(s) in measurable terms for each process (i.e., set of activities).															
__yes__no__?	20. I have developed a sequential plan for the coordination of the resources necessary to accomplish each process (set of activities) on a timeline.															

		Not Working	Inadequate	No Opinion	Adequate	Works Very Well	1	2	3	4	5	6	7	8	9	10
__yes__no__?	21. I have a written description of the personnel, material, and financial resources needed for process (set of activities) to accomplish objectives.															
__yes__no__?	22. I have made a listing of processes (sets of activities) which will achieve defined objectives.															
__yes__no__?	23. I have formulated specific processes (sets of activities) which are relevant to achieving objectives.															
__yes__no__?	V. EVALUATING PROGRAM: As part of my work assignment: 24. I have a written and oral evaluation report presented to decision makers.***															
__yes__no__?	25. I have developed a recycling plan to feed the evaluation of a given objective or process (set of activities) back to the needs assessment or other appropriate phase of planning.															
__yes__no__?	26. I have developed a specific design for the evaluation of the objectives of the guidance program.															
__yes__no__?	27. I have developed an evaluation which will provide indicators of program progress and/or the need for modification.															
__yes__no__?	28. I have a personal professional development plan relating to developing, implementing, and evaluating a comprehensive guidance and counseling system for my school.															

*By populations is meant pupils, teachers, principal, and other administrators, parents, employer.

**By all populations is meant an adequate representation from each of the groups served in terms of such factors as ethnic composition, socio-economic strata, occupational distribution.

***By decision makers is meant:

1. Policy decisions, e.g., school board of education or legislature
2. Program decisions, e.g., superintendent and administrative staff
3. Operational decisions, e.g., principals, curriculum supervisors, pupil personnel staff, etc.

****By a systematic approach for the classification of objectives is meant a set of step-by-step procedures for achieving outcomes in a domain. Such domains might be educational, vocational, or social or such domains as cognitive, affective, or motor.

PART II

29. Are there some other competencies (not listed on this inventory) that are important for counselors in guidance today?____yes____no. If yes, please list below.

30. Does your school possess these?____yes____no.

31. Do you?____yes____no.

32. Are they more important than the ones listed in the inventory?____yes____no.

33. Can you rank the ten most important competencies (in your opinion) necessary to develop and deliver a comprehensive guidance, counseling, placement, and follow-up system for your school?

    1.
    2.
    3.
    4.
    5.
    6.
    7.
    8.
    9.
    10.

Thank you for your generous cooperation.

4. COMPETENCIES NECESSARY TO PLAN AND IMPLEMENT A COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

Two areas of competencies necessary to implement and plan a comprehensive guidance and counseling program were designed to assess knowledges and skills and abilities possessed by the guidance counselor.

KNOWLEDGES

A. The counselor knows the goals of guidance and counseling.
B. The counselor knows the status of students in relation to goals.
C. The counselor has knowledge of resources

   1. Human
   2. Materials and supplies
   3. Agencies and organizations.

D. The counselor has knowledge of legal and ethical aspects of counseling and lines of authority in school organization.

SKILLS AND ABILITIES

A. The counselor is able to form effective relationships with students, staff, community, state, and national leaders.
B. The counselor is able to demonstrate leadership techniques, e.g., conduct small and large group meetings and conferences.
C. The counselor is able to apply knowledge of basic principles of physical, psychological, and educational growth and development.
D. The counselor has writing and calculation skills, e.g., put ideas in written statements understandable to those involved in plans and be able to convert ideas into cost and outcome expectancy.
E. The counselor is able to collect and organize information such as student files, educational institutions, job opportunities, follow-up data, and training institutions.
F. The counselor is able to write specific student performance objectives appropriate to the attainment of the goals of guidance.
G. The counselor is able to identify learning activities and exercises most appropriate for attaining each objective.
H. The counselor is able to identify personnel within and outside of school responsible for each objective or part thereof.
I. The counselor is able to develop appropriate evaluative instruments and techniques for determining progress of students.

5. MAJOR SERVICES OF A COMPREHENSIVE GUIDANCE PROGRAM AND FUNCTIONAL DUTIES OF GUIDANCE PERSONNEL

The project identified ten major services of a comprehensive guidance program, which the school provides to students, teachers, administrators, and parents.

The duties and responsibilities of guidance personnel in providing these services were also identified and listed. Some duties are understood as being shared with more than one person. These duties begin with the words "assist in" indicating that more than one person would be responsible for providing the service.

I. Educational Guidance (Major Service)

The counselor will: (duties)

A. Assist in the assessment of educational potential or readiness, attainment and progress of students.

B. Provide articulation between:

1. Schools
2. Grades in schools, and
3. Programs in schools.

C. Offer assistance in overcoming handicaps.

D. Provide information services for parents, teachers, students in the areas of:

1. Financial aids
2. Continuation of education beyond high school.

II. Personal Social Guidance (Major Service)

The counselor will: (duties)

A. Conduct individual and group counseling sessions.

B. Utilize referral services.

C. Conduct group guidance sessions.

III. Career Development (Major Service)

The counselor will: (duties)

A. Assist in the assessment of interest and aptitudes.

B. Assist in course selection (adademic, vocational).

C. Provide employment information and guidance of students' career plans.

D. Provide activities for self-awareness.

E. Provide activities for career awareness.

F. Provide activities for career exploration.

G. Provide activities for career preparation.

IV. Consultation (Major Service)

The counselor will: (duties)

A. Share knowledge of human development and interpersonal relations with parents and teachers.

B. Provide guidance to support curriculum improvement.

V. Placement and Follow-up Studies (Major Service)

The counselor will: (duties)

A. Assist in systematic placement in proper settings at all educational levels.

B. Assist in systematic placement in job settings.

C. Assist in gathering follow-up information to facilitate curriculum revision.

VI. Planning and Evaluating Guidance Services (Major Service)

The counselor will plan and evaluate guidance services.

VII. Maintenance and Access to Resource Data (Major Service)

The counselor will maintain and have access to resource data.

VIII. Orientation (Major Service)

The counselor will provide orientation to:

1. School
2. Services
3. Program
4. Faculty and staff

IX. Reduction of Sex-Stereotyping and Bias (Major Service)

The counselor will assist in reduction of sex, race and handicaps, stereotyping and bias.

X. Training and Staff Development (Major Service)

The counselor will provide training and staff development.

6. GUIDANCE GOALS

Education begins with some very specific goals in mind. Otherwise, one may ask why do we have educational programs. In Bibical times, abbreviated form of formal education was provided for those persons who were needed to do the writings. They were called scribes because of their ability to scribble or write. The goal of this early education was very definite -- to produce scribes.

The need for the very existence of the human race and its ability to develop religiously, socially, and economically has dictated the purpose or goals of education throughout the history of the world. The early American Indian life illustrates the point very clearly. The squaw's responsibility was that of bearing children, growing grain food, cooking, and taking care of things about the wigwam. The education of the female children was the responsibility of the mothers whose goals were to produce worthy squaws. The Indian father had a different goal for his sons. They were to be great warriors, good hunters, fishermen, and traders. His education program was planned objective by objective, activity after activity until the goal was reached.

In 1918, the commission on the reorganization of Secondary Education of the National Education Association got down to the business of answering the question, "What is the purpose of our schools?" The answer they gave to the question has not since been improved in concept in the opinion of the author. The seven purposes formulated by the commission as goals of education for all children are as follows:

1. Health
2. Command of fundamental processes (reading, writing, communicative skills, computation)
3. Worthy home membership
4. Vocational competence
5. Effective citizenship
6. Worthy use of leisure
7. Ethical character

Although each school system, or school for that matter, may state its goals differently, they are basically the same as the above-listed seven. The real difference appears in the selection of various components of the seven goals toward which the school wishes to concentrate its efforts. It was the lack in the school program to focus effectively in all areas of human growth and development that led to the creation of an education dimension known as Guidance and Counseling.

Guidance as an integral part of the total school program has responsibilities in all seven above-stated purposes of education. Due to the nature of the Guidance function, and in order to differentiate it clearly from the commonly referred to instructional programs, the purposes of Guidance and Counseling in any given school can be stated as being for the following reasons:

1. Educational development of all students to the fullest extent based upon ability to learn.

2. Career development for all children that will enable each to pursue and enter a career compatible with interest and ability.

3. Personal and social development that will lead to acceptance of self and/or make changes that are acceptable; be accepted or change for acceptance to the society in which one finds oneself.

These three goals of a guidance program cut through the spectra of the seven goals of education and clearly delineated areas of responsibilities for the guidance program. Each school district should have similarly stated goals acceptable by the administration, school staff, counselors, students, and parents because these statements are the reasons for which a program can be financially supported and must be endorsed by those who pay for the services if the program is to succeed. A recommended technique for the involvement of all these people is to have a committee composed of representatives from each group mentioned for the purpose of formulating or interpreting goal statements. The same group might well be an advisory committee for the entire guidance program.

The reader will note that goals are very broad statements of desirable outcomes. They are long termed and oftentimes are not completely measurable in outcome. They are the results toward which we are striving step by step, objective by objective, month after month, and year after year.

Examples of goal statements in each of the three goal areas will be given to clarify and distinguish each area, and to assist the planner to develop individual goal statements.

GUIDANCE GOALS

(Examples)

1. Social/Personal

   Goal: Social Acceptance. Students will develop social and personal behaviors commensurate with the expectations of the society in which they live.

   Goal: Social Maturity. Students will develop into responsible, productive, emotionally mature individuals.

2. Educational

   Goal: Educational Excellence. Students will develop educationally commensurate with their ability to learn at each educational level and make a smooth transition to the next stage of their education.

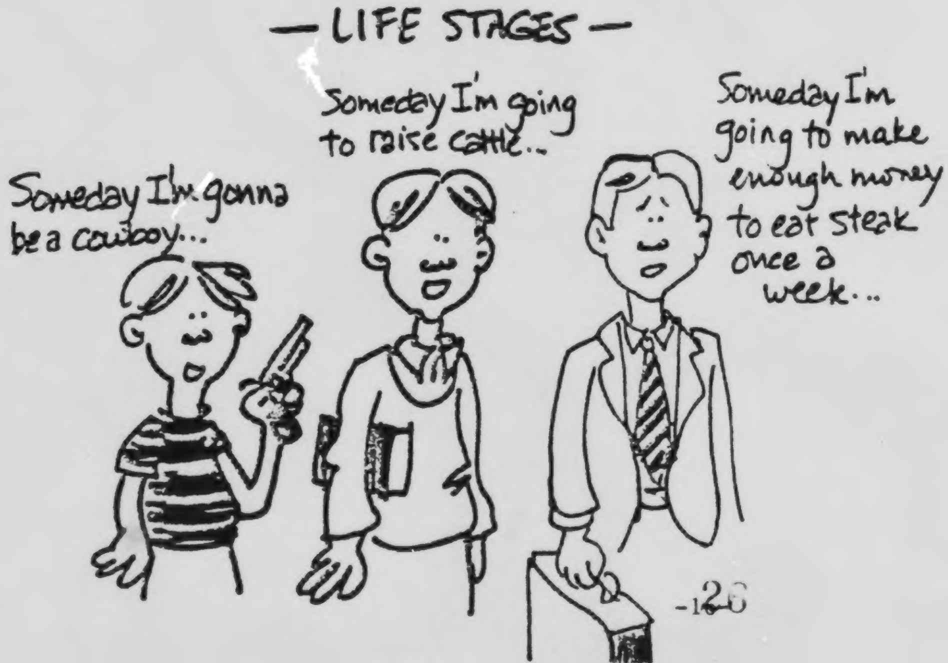
   Goal: Educational Fulfillment. Students will develop to their highest potential intellectually.

3. Career

   Goal: Career Development. During their twelve years of school, students will develop attitudes, skills, and knowledges essential to the pursuit of a career, further education, and/or a job when they leave school.

   Goal: Career Choice. Students will know their interests and abilities and will be able to make career decisions wisely.

Goals are needed before developing a needs assessment or writing student performance objectives and activities.


— LIFE STAGES —
Someday I'm gonna be a cowboy...
Someday I'm going to raise cattle...
Someday I'm going to make enough money to eat steak once a week...

7. IDENTIFYING AND ASSESSING NEEDS

An educational need may be perceived as a discrepancy between desired conditions and existing conditions. It is a lack of something required, a shortage or deficit. One of the most widely accepted and easily understood definitions of a need is stated succinctly as the difference between "what should be" and "what is."

The primary purpose of needs assessment should be to determine the specific nature of needs in order that programs may be designed and prescribed which will meet the needs of students, teachers, parents, employers, etc.

It is important that the needs assessment be designed to fit a particular situation.

Suggestions for conducting needs assessments include the following basic steps or dimensions:

(1) Deciding from whom the information will be collected (students, parents, teachers, etc.) The needs assessment process should provide for input from all pertinent aspects of the educational program, involvement of personnel at every level in the system, and representative input and participation from students, parents, and other members of the community. People who are involved in setting the goals and identifying the needs are likely to be more supportive of the schools.

(2) Deciding what information to collect. Collecting information that is already available or that will not be used is a waste of time, money and effort and has been responsible for the early demise of many needs assessments. A system or school must also be careful not to buy poor, unusable, or inadequate information. The data may be of two basic types: (1) hard statistical data which indicate conditions as they actually exist, and (2) perceptual data which reflect the opinions of various people relative to what they believe existing conditions are and what they feel future conditions ought to be.

(3) Developing information collecting procedures. Such things must be considered as: What data conditions can be handled locally? What instruments will be used? Will survey forms, opinionnaires, educational inventories, interview guides, basic data forms, norm-referenced or criterion-referenced tests be used?

(4) Collecting the information. Once the decisions have been made as to what information will be collected, from whom it will be collected, and procedures for collecting have been established, the actual collection of information can begin. Since all information to be collected is important to be used in planning educational improvements, it should be as complete and reliable as possible.

(5) Processing and analyzing the information. Plans for processing and analyzing the information collected should have been developed long before the collection process begins. Well-planned systematic analysis is imperative if the needs assessment effort is to serve its purpose and provide a dependable useful basis for decision making. A decision to use either manual or computer processing and data analysis will be determined by the comprehensiveness of the needs assessment, its purposes, funding, staff competencies and adequacy, expected use of results, and other local factors.

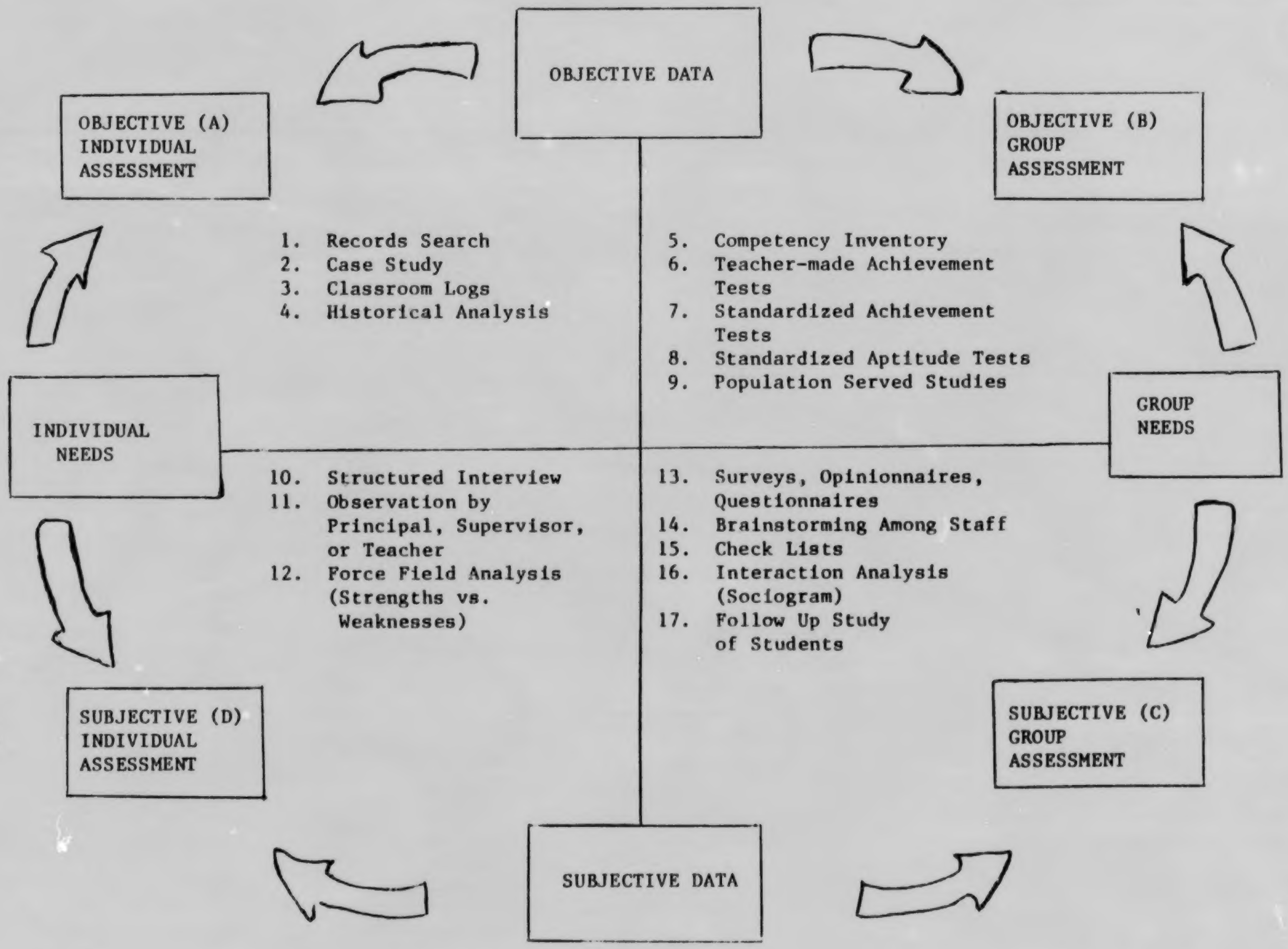
(6) Analyzing the needs. A needs assessment would not be complete without a careful analysis of the identified and documented needs. The process is sometimes referred to as problem definition - a delineation of the factors and influences which contribute to the need. It is an orderly method for determining why there is a discrepancy between "what should be" and "what is."

(7) Presenting the information in usable form. Adequate dissemination and effective use of the information collected is vital to the success of the needs assessment effort and to all other aspects of the planning process. In disseminating the information, the form and simplicity with which it is presented is very important. It is essential that the information be presented in language which is readily understood by laymen.

Some samples of various types of needs assessment instruments are included in the appendix. The taxonomy of needs determination on the following page lists other means which can determine needs.

It is essential to select or to develop a needs assessment process that accurately determines the status of the student in relation to the stated goal for the student. Remember no assessment can be made without an accurate knowledge of the goal.

A TAXONOMY OF NEEDS ASSESSMENT INSTRUMENTS FOR DETERMINING STUDENT NEEDS


OBJECTIVE DATA
OBJECTIVE (A) INDIVIDUAL ASSESSMENT
OBJECTIVE (B) GROUP ASSESSMENT
INDIVIDUAL NEEDS
GROUP NEEDS
SUBJECTIVE (D) INDIVIDUAL ASSESSMENT
SUBJECTIVE (C) GROUP ASSESSMENT
SUBJECTIVE DATA

1. Records Search
2. Case Study
3. Classroom Logs
4. Historical Analysis

5. Competency Inventory
6. Teacher-made Achievement Tests
7. Standardized Achievement Tests
8. Standardized Aptitude Tests
9. Population Served Studies

10. Structured Interview
11. Observation by Principal, Supervisor, or Teacher
12. Force Field Analysis (Strengths vs. Weaknesses)

13. Surveys, Opinionnaires, Questionnaires
14. Brainstorming Among Staff
15. Check Lists
16. Interaction Analysis (Sociogram)
17. Follow Up Study of Students

NEEDS ASSESSMENT INSTRUMENTS FOR DETERMINING STUDENTS' NEEDS

The seventeen needs assessment instruments categorized in the taxonomy are listed here. The type and kinds of data one may expect from the proper use of these techniques are given. The major purpose of these examples is to indicate the wide variety of techniques available as well as to encourage the use of more than one technique or kind of technique to determine student needs.

Types of Instruments on Techniques Available	Types of Needs Which Can be Inferred From the Instruments
1. Record Search	
A. Cumulative Record B. Health Records	A. How many students are receiving grades below their aptitude-achievement test score levels B. Physical needs
2. Case Study	A. Physical handicaps B. Likes and dislikes of student C. Home conditions D. Health conditions E. Emotional vulnerability
3. Logs (a documentation of a series of performances)	1. Reveal absence or lack of a performance 2. Lack of or inconsistency of planning (quantity oriented)
4. Historical Analysis (year to year growth progress chart) (follow-up of progress)	How long a child has been deviating from their expected performance? The extent to which a pattern of deficient performance has taken place.
5. Competency Inventory	Which students are deficient in relation to a criterion (ref. instrument). What is the nature of the deficiency?
6. Teacher-made Achievement Test (related to class norms)	Which students did not attain the objective of instruction.
7. Standardized Achievement Test (related to curriculum norms)	e.g., How many students are achieving at less than their grade placement.
8. Standardized Aptitude Test	Can help analyze students' strenghts and weaknesses.

Types of Instruments on Techniques Available	Types of Needs Which Can be Inferred From the Instruments
9. Population Served Study (socio-economic or demographic data based on census or other surveys)	What are concerns among large segments of students such as cultural interests, ethnic composition, socio-economic strata, occupational distribution?
10. Structured Interview	
A. Former Teacher	A. Social problems
B. Parent	B. Special needs
11. Observation by principal, supervisor, or teacher	Could reveal a deficiency in performance on a task; quality oriented.
12. Force Field Analysis (several teachers and administrators listing strengths vs weaknesses of students)	May reveal presence of obstacles to expected performance not only in the individual but the group.
13. Surveys, Questionnaires or Opinionnaires	Perceptions of general deficiency in programs such as deficiencies in career development programs - reveals the % of people who are dissatisfied with a program, procedure, or curriculum, etc.
14. Brainstorming among teachers (think tank approach)	Tend to reveal general deficiencies such as deportment, morale, dress, learning climate, etc.
15. Check Lists	
A. Attitude	A. How many or which students feel dissatisfied with--(any number of factors)?
B. Interest	B. How many or which students are interested in which careers?
16. Inter-action Analysis (sociogram)	Reveal perceived social distance between student and peers.
17. Follow-up Study of Students	Reveals effectiveness of curriculum for students' attainment of instruction or services

8. DEVELOPMENT OF OBJECTIVES AND ACTIVITIES

The development of well-stated objectives are vital to a comprehensive guidance program. Like the goal to which it is related, an objective describes the desired conditions to be attained. The objective is much more specific than the goal and is stated in measurable terms which usually include the conditions under which activities will occur, the target date for achievement, and the exact level of attainment expected. Objectives should also provide a means for determining if the desired results have been achieved; that is, objectives should include an indication of the evaluation measure(s) to be employed.

The pages entitled Basic Characteristics of an Objective, Model for Developing Goals, Objectives and Activities, and Guidance Program Plan will offer more detail on objective writing accompanied by examples.

UNEMPLOYMENT OFFICE
DIPLOMA
IF I HAD A JOB, I'D BE MAKING 20% MORE THAN A HIGH SCHOOL GRAD.

BASIC CHARACTERISTICS OF AN OBJECTIVE

I. A description of the learner (WHO?)

Example: First graders

II. A description of the behavior (WHAT is to be performed?)

Terms to avoid	Use Action words	
perceive	identify	demonstrate
like	distinguish	interpret
master	construct	define
become	name	explain
feel	order	estimate
love	describe	list
respect	state	outline
learn	apply	question
	summarize	recite

Example: First graders will be able to identify emotions.

III. Important conditions under which behavior is to be demonstrated - a specific restriction imposed on the learner when showing his achievement of a given objective.

Example: First graders will be able to identify emotions after a month of activities that assist them in expressing their feelings.

Use such words as: given, follow, after, with access to, provided with, using, faced with, placed in, beginning with, choosing.

IV. The minimum standards to acceptable performance - time limit may be a finished project such as graph, term paper, etc.

The performance level is the standard of excellence that is expected.

Example: Time limit and Performance level

After a month of activities relating to feelings, children in the first grade will be able to identify emotions by verbalizing experiences when these emotions were felt.

MODEL FOR DEVELOPING GOALS, OBJECTIVES, ACTIVITIES

GOAL STATEMENT →

That every student will know his/her interests and abilities and will be able to wisely make career decisions

NEEDS →

A survey indicated that third grade students had a very limited knowledge of types of workers in their school community

OBJECTIVE →

After a three month unit on neighborhood workers, third grade students will increase their awareness of workers in their environment by 50% as indicated by a pre- and post-survey of their knowledge of these workers

ACTIVITIES

Students:

1. Visit workers in situations
2. Give oral reports on workers
3. Do art work on workers
4. Have parent-workers visits to class

9. EVALUATING THE PROGRAM

Evaluation is a process for determining if a program is achieving its stated objectives. Those involved in evaluation have the responsibility to obtain and provide useful information and to combine measurement and judgment in the making of decisions relative to program effectiveness. Although evaluation is located near the end of the planning cycle, continuous evaluation should be included at specific points in the development of an activity or program. Formative evaluation should be conducted throughout the planning and operation of a program. Well-stated program objectives, which have built-in provisions for evaluation, greatly facilitate the evaluation process.

Evaluation results can be quite helpful. They may suggest that a program should be continued as is, revised, or terminated and/or that a new program should be planned and installed.

Summary evaluations are helpful to planners and administrators in reporting to their superiors of the progress being made in guidance. Samples of such a summary are included for your assistance in planning a report.

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES
COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

1. **GOAL (state goal):**

    2. **OBJECTIVE (state objective related to goal):**

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED AND EXPLAIN
A.	A.	
B.	B.	
C.	C.	
D.	D.	
etc.	etc.	

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF ________ SCHOOL YEAR AND REPORTED TO

________ COUNSELOR ________ SCHOOL ________ SYSTEM

1. GOAL (state goal): Educational Goal - Each student will develop to his fullest potential educationally as a continuous process

2. OBJECTIVE (state objective related to goal): After a unit on decision-making provided by the counselor, 95% of the students will increase their decision-making by a pre and post survey.

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Administer a pre survey on decision-making skills	A. Yes	
B. Provide a unit on decision-making skills	B. Somewhat	B.* I plan on usin a more affecti unit next time
C. Administer a post survey on decision-making skills	C. Yes	
D.	D.	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 3 activities related to objectives. Of three number of objectives, I have reached three.

2. There were 278 number of students actively involved in the guidance program.

3. There were 275 number of students involved in reaching the successful objectives.

4. This represents 98 % of the total enrollment in grades 9, 10, ____, ____, ____.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF ________ SCHOOL YEAR AND REPORTED TO

______________________________ COUNSELOR ______________________________ SCHOOL ______________________ SYSTEM

1. GOAL (state goal): Educational Goal (same)

2. OBJECTIVE (state objective related to goal): After a unit on assessing and evaluating goals, 95% of the students will be able to state their goals and identify the curriculum necessary to achieve these goals as indicated by a counselor-made form for course selection

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Provide a unit on assessing and evaluating goals	A. Yes	
B. Administer appropriate interest and aptitude tests	B. Yes	B. 9th grade only
C. Provide individual and group counseling sessions on assessing and evaluating goals	C. Yes	
D. Provide a counselor-made form for evaluating success	D. Yes	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 4 activities related to objectives. Of three number of objectives, I have reached three.

2. There were 298 number of students actively involved in the guidance program.

3. There were 285 number of students involved in reaching the successful objectives.

4. This represents 95 % of the total enrollment in grades 9, 10, ______, ______, ______.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF ________ SCHOOL YEAR AND REPORTED TO

________________ COUNSELOR ________________ SCHOOL ________________ SYSTEM

1. GOAL (state goal): Educational Goal (same)

2. OBJECTIVE (state objective related to goal): Following the course selection chosen by the student, with the aid and approval of the counselor, 85% of the students will complete their chosen curriculum as measured by a follow up of their four-year plan

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Counselor counsels students in course selection based on their interest and aptitude tests	A. Yes	9th grade only
B. Offer approval/denial of students choice of curriculum	B. Yes	
C. Offer alternatives to curriculum choices	C. Yes	
D. Follow up by semester to see if the student is making successful progress toward completion	D. Yes	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 4 activities related to objectives. Of three number of objectives, I have reached three.

2. There were 715 number of students actively involved in the guidance program.

3. There were 708 number of students involved in reaching the successful objectives.

4. This represents 98 % of the total enrollment in grades 9, 10, 11, 12, ______.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF __________ SCHOOL YEAR AND REPORTED TO

__________________ COUNSELOR __________________ SCHOOL __________________ SYSTEM

1. GOAL (state goal): Career Goal - Students will know their interests and abilities and will be able to make career decisions wisely.

2. OBJECTIVE (state objective related to goal): After a unit on career awareness and orientation to vocational education programs in county schools culminating in a field trip to the area vocational centers, 100% of the junior high students will be able to identify and describe 15 types of job training offered at these schools.

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Administer a pre test on the students' knowledge of careers	A. Yes	
B. Explain the use of materials on careers	B. Yes	
C. Use slide and videotape presentations	C. Yes	
D. Plan a field trip to area vocational centers	D. No	D. Due to proration, we were unable to spend the funds needed for the field trip
E. Administer a post test on students' knowledge of careers	E. Yes	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 4 of 5 activities related to objectives. Of three number of objectives, I have reached three.

2. There were 203 number of students actively involved in the guidance program.

3. There were 196 number of students involved in reaching the successful objectives.

4. This represents 97 % of the total enrollment in grades 9, ____, ____, ____, ____.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF ________ SCHOOL YEAR AND REPORTED TO

____________________ COUNSELOR ____________________ SCHOOL ____________________ SYSTEM

1. GOAL (state goal): Career Goal (same)

   2. OBJECTIVE (state objective related to goal): After exposure to occupational information in a career lab, 100% of the high school students will be able to fill out a work application to take a part-time job, list several skills for the type career in which he/she is interested, and identify the basic attitudes expected of him/her in the D.O.T. and Occupational Outlook Handbook for the job of their interest.

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Expose students to occupational information in a career lab	A. Yes	
B. Have students fill out mock job applications	B. Yes	B. 12th grade only
C. Have students role play job interviews	C. Yes	C. 12th grade only
D. Instruct students in use of Dictionary of Occupational Titles and Occupational Outlook Handbook	D. Yes	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 4 activities related to objectives. Of three number of objectives, I have reached three.
2. There were 686 number of students actively involved in the guidance program.
3. There were 669 number of students involved in reaching the successful objectives.
4. This represents 90 % of the total enrollment in grades 12, 11, 10, 9, ______.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF ________ SCHOOL YEAR AND REPORTED TO

________________ COUNSELOR ________________ SCHOOL ________________ SYSTEM

1. GOAL (state goal): Personal Social - Each person will develop to his potential personally and socially to understand and accept himself and others in our society.

    2. OBJECTIVE (state objective related to goal): After small and large group sessions implemented by the counselor on personal/social adjustment, 90% of the students will be able to identify at least ten skills needed for personal/social development as indicated by a counselor made checklist

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Counselor will conduct small & large group activities based on personal/social development	A. Yes	
B. Use of role playing activities	B. Yes	
C. Use the Interchange Program to identify personal/social development	C. Yes	
D. Administer a counselor made checklist	D. Yes	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 4 activities related to objectives. Of three number of objectives, I have reached three.

2. There were 196 number of students actively involved in the guidance program.

3. There were 190 number of students involved in reaching the successful objectives.

4. This represents 98 % of the total enrollment in grades 10, ____, ____, ____, ____.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF ________ SCHOOL YEAR AND REPORTED TO

________________ COUNSELOR ________________ SCHOOL ________________ SYSTEM

1. GOAL (state goal): Personal/Social Goal (same)

2. OBJECTIVE (state objective related to goal): After small and large group sessions implemented by the counselor on self-concept and self-acceptance, 85% of the students will demonstrate increased self-acceptance as measured by an increase of scores on the Cooper-Smith Self-Esteem Inventory

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Administer a Cooper-Smith Self-Esteem Inventory at the beginning of group sessions with students	A. Yes	
B. Conduct small and large group activities on self-concept and self-acceptance	B. Yes	
C. Administer a Cooper-Smith Self-Esteem Inventory at the end of the activities	C. Yes	
D.	D.	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 3 activities related to objectives. Of three number of objectives, I have reached three.

2. There were 196 number of students actively involved in the guidance program.

3. There were 186 number of students involved in reaching the successful objectives.

4. This represents 96 % of the total enrollment in grades 10, ______, ______, ______, ______.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF ________ SCHOOL YEAR AND REPORTED TO

____________________ COUNSELOR ____________________ SCHOOL ____________________ SYSTEM

1. GOAL (state goal): Personal/Social Goal (same)

   2. OBJECTIVE (state objective related to goal): When presented with case examples, role playing situations, and open-ended sentences, 85% of the students will be able to identify, discuss, and describe at least three appropriate behaviors leading to successful coping skills based on decision-making theory

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Provide and teach decision-making theories through individual counseling as well as large and small group sessions on problem situations	A. Yes	
B. Provide case samples	B. Yes	
C. Use role playing activities	C. Yes	
D. Provide open-ended sentences	D. Yes	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 4 activities related to objectives. Of three number of objectives, I have reached three.

2. There were 196 number of students actively involved in the guidance program.

3. There were 191 number of students involved in reaching the successful objectives.

4. This represents 97 % of the total enrollment in grades 10 , ______, ______, ______, ______.

ELEMENTARY SCHOOL GUIDANCE

TWO: ELEMENTARY SCHOOL GUIDANCE

This section contains examples and models for elementary guidance personnel to develop a comprehensive guidance program.

This section includes:

Page

A. Philosophy 37

B. Guidance Goals 37

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F. Functional Duties of Elementary Guidance Personnel 41

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I. Elementary Guidance Objectives and Activities 48

J. Activities and Calendar of an Elementary School
   Counselor by Month 53

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ISN'T SCIENCE GREAT? NOW THEY'VE CONFIRMED THAT ARTISTS TEND TO BE ARTISTIC! *
Journal of Something or Other
* subject to certain variables and void where prohibited.

A. PHILOSOPHY AND GOALS

A philosophy is a broad statement which reflects the underlying assumptions which guide the institution. The guidance philosophy is more specific in scope and is in concert with the established school philosophy.

From the existing school and guidance philosophies, goals are established and reflect broad conceptual assumptions about student development.

A school philosophy, guidance philosophy, and examples of goals are included in the following pages.

SCHOOL PHILOSOPHY

We believe that the school should provide the opportunity for each student to develop to his/her highest potential intellectually, physically, and socially. Such development should enable the student to become a worthwhile citizen in today's society and should also prepare him/her for effective adjustment to the inevitable changes of tomorrow's world.

GUIDANCE PHILOSOPHY

The guidance program seeks to assist all students to mature in self-understanding, self-responsibility, decision-making ability, development of values, and the attainment of the attitudes and skills required for becoming productive members of a democratic society.

B. GUIDANCE GOALS

A goal is derived from the school and guidance philosophy and is needed before developing objectives and activities. Goal statements are general in nature and usually apply to one of three categories: Educational, Career, and Personal/Social. The following are examples of such goals.

Educational Goal:	Each child will develop educationally commensurate with his/her ability to learn at each educational level and make a smooth transition to the next stage of his/her education.
Career Goal:	Each student will develop during his/her 12 years of school attitudes, skills, and knowledges essential to pursue a career, further education and/or a job when he/she leaves school.
Personal/Social Goal:	Every student will develop and accept social and personal behaviors commensurate with the expectations of the society in which he/she lives.

C. PROGRAM DEVELOPMENT MODEL

A program development model is utilized for the purpose of following a planned guide for implementing an elementary guidance program. A model could be used as a guide to determine where the individual's guidance program is located at the present time; then the completion of the model should be followed. One might rearrange a model to fit each individual's setting by still using the essential components. The following model could serve as a sample model in developing a comprehensive elementary guidance program.

Please refer to page 3 for example of model components.

"My philosophy and assumptions (other than 'never give a sucker an even break') are :

D. COUNSELOR COMPETENCIES

The ACES-ASCA Joint Committee (1966) stated that an elementary school counselor needed a variety of knowledge, experiences, and specialized skills. Following are the list of competencies which were developed by the committee.

1. DEPTH OF KNOWLEDGE IN:

    a. Child growth and development
    b. Theories of counseling
    c. Group dynamics
    d. Interpersonal relations
    e. Psychology of learning
    f. Personality dynamics
    g. Curriculum of the elementary school
    h. Federal and state legislations

2. BACKGROUND AND UNDERSTANDING IN:

    a. Community and culture
    b. Elementary school program
    c. Curriculum trends and developments
    d. Basic goals of guidance
    e. Organization of pupil personnel services
    f. Research procedures
    g. Reading program
    h. World of work

3. SPECIALIZED SKILL IN:

    a. Observation and interpretation of behavior, particularly the interpretation of feeling from nonverbal behavior
    b. Consultation with parents
    c. Counseling - individually and with groups
    d. Interpretation of the methods by which children communicate their needs
    e. Use of toys, art, and other media for communicating with the child
    f. Case conferences and records
    g. Statistics
    h. Educational measurements
    i. Psychological testing
    j. Organization and administration of guidance services

E. MAJOR SERVICES OF A GUIDANCE PROGRAM

The elements of a guidance program list the major service areas performed by the counselor in the elementary school. These elements are:

1. Educational Guidance
2. Career Development (Awareness)
3. Personal/Social Guidance
4. Consultation
5. Placement and Follow-up
6. Planning and Evaluating Guidance Services
7. Maintenance and Access to Resource Data
8. Orientation
9. Reduction of sex, race, or handicaps stereotyping or bias
10. Training and Staff Development

F. FUNCTIONAL DUTIES OF ELEMENTARY GUIDANCE PERSONNEL

The ACES-ASCA statement of policy for elementary school counselors (1966) defined the counselor's role to include counseling, consulting, and coordinating. The policy statement defines each of the three functions and provides a rationale for the inclusion of each in the professional role.

A. COUNSELING

Counseling both individually and in small group situations can provide assistance to children in the normal process of growing up as they seek to understand themselves, meet the developmental tasks of childhood, learn effectively, and develop realistic self-concepts. Emphasis is on the child as a learner in the school situation.

1. INDIVIDUAL COUNSELING is the process of establishing with the child a relationship which enables him/her to communicate needs, to explore feelings, to learn about himself/herself, to set goals and develop self-direction in moving toward these goals. Often the child is trying to communicate a need for help and this provides an opportunity for the counselor to develop a greater understanding of the child and to become more sensitive to the child's needs. Such counseling is not necessarily a communication of words on the part of the child. The content of the counseling process will reflect the developmental level of the child and may be through play media rather than verbal communication. The counselor represents to the child a non-evaluative adult in a helping relationship.

2. GROUP COUNSELING is the process of establishing relationships with a small group of children enabling them to communicate with the counselor and each other certain identified needs. Such counseling is particularly helpful in personal and social growth as children have an opportunity to react and interact and to work out some of their behavioral changes. Group counseling provides a major learning experience in human relations.

B. CONSULTATION

Consultation is the process of sharing with another person or groups of persons information and ideas, of combining knowledge into new patterns, and of making mutually agreed upon decisions about the next steps needed. The counselor as a professional person with a background in child growth and development and the behavioral sciences helps parents to grow in understanding of their children in the school situation. He/she may provide insight for the parent about the child's potential, motivation, and unmet needs. In turn, the counselor learns from parents about their children and offers them a chance to express their feelings about the child and the school.

C. COORDINATION

Coordination is the process of relating all efforts for helping the child into a meaningful pattern. The counselor member of the school staff coordinates the organized effort of the school and community for the individual child as a learner in the school situation. Coordination is the method used to bring into focus the school's total effort in the child's behalf, eliminating duplication of effort and ensuring follow-through on decisions made and policies established. This involves close working relationships between the counselor, teacher, parent, and other school and community personnel whose contacts with the child in the school situation are significant.

G. ASSESSING NEEDS

An educational need may be perceived as a discrepancy between desired conditions and existing conditions. It is a lack of something required, a shortage or deficit. One of the most widely accepted and easily understood definitions of a need is stated succinctly as the difference between, "what should be" and "what is."

The primary purpose of needs assessment should be to determine the specific nature of needs in order that programs may be designed and prescribed which will meet the needs of students, teachers, parents, employers, etc.

It is important that the needs assessment be designed to fit a particular situation.

Suggestions for conducting needs assessments include the following basic steps or dimensions:

1. Deciding from whom the information will be collected (students, parents, teachers, etc.). The needs assessment process should provide for input from all pertinent aspects of the educational program, involvement of personnel at every level in the system, and representative input and participation from students, parents, and other members of the community. People who are involved in setting the goals and identifying the needs are likely to be more supportive of the schools.

2. Deciding what information to collect. Collecting information that is already available or that will not be used is a waste of time, money, and effort and has been responsible for the early demise of many needs assessments. A system or school must also be careful not to buy poor, unusable, or inadequate information. The data may be of two basic types: (1) hard statistical data which indicate conditions as they actually exist, and (2) perceptual data which reflect the opinions of various people relative to what they believe existing conditions are and what they feel future conditions ought to be.

3. Developing information collecting procedures. Such things must be considered as: What data conditions can be handled locally? What instruments will be used? Will survey forms, opinionnaires, educational inventories, interview guides, basic data forms, norm-referenced or criterion-referenced tests be used?

4. Collecting the information. Once the decisions have been made as to what information will be collected, from whom it will be collected, and procedures for collecting have been established, the actual collection of information can begin. Since all information to be collected is important in planning educational improvements, it should be as complete and reliable as possible.

5. Processing and analyzing the information. Plans for processing and analyzing the information collected should have been developed long before the collection process began. Well-planned systematic analysis is imperative if the needs assessment effort is to serve its purpose and provide a dependable useful basis for decision making. A decision to use either manual or computer processing and data analysis will be determined by the comprehensiveness of the needs assessment, its purposes, funding, staff competencies, and adequacy, expected use of results and other local factors.

6. Analyzing the needs. A needs assessment would not be complete without a careful analysis of the identified and documented needs. The process is sometimes referred to as problem definition--a delineation of the factors and influences which contribute to the need. It is an orderly method for determining why there is a discrepancy between "what should be" and "what is."

7. Presenting the information in usable form. Adequate dissemination and effective use of the information collected is vital to the success of the needs assessment effort and to all other aspects of the planning process. In disseminating the information, the form and simplicity with which it is presented is very important. It is essential that the information be presented in language which is readily understood by laymen.

Some samples of various types of needs assessment instruments are included in the appendix. The taxonomy of needs determination on pages 19, 20 and 21 lists other means which can determine needs.

H. STUDENT PERFORMANCE OBJECTIVES

The development of well-stated objectives are vital to a comprehensive guidance program. Like the goal to which it is related, an objective describes the desired conditions to be attained. The objective is much more specific than the goal and is stated in measurable terms which usually include the conditions under which activities will occur, the target date for achievement, and the exact level of attainment expected. Objectives should also provide a means for determining if the desired results have been achieved; that is, objectives should include an indication of the evaluation measure(s) to be employed.

The pages entitled Basic Characteristics of an Objective; the Model for Developing Goals, Objectives, and Activities; and some samples of elementary guidance objectives and activities will offer more detail on objective writing accompanied by examples.

Please refer to pages 23 and 24 for Basic Characteristics of an Objective.

I'VE NARROWED MY CHOICE DOWN TO BEING EITHER A BRAIN SURGEON OR A BARTENDER.
G

PROJECT RENEW '78
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

MODEL FOR DEVELOPING GOALS, OBJECTIVES, ACTIVITIES

GOAL STATEMENT → **NEED** → **OBJECTIVE** → **ACTIVITIES**

1. That every student develop commensurate with his/her ability as far as he/she can in Career Awareness

→ A survey indicated that third grade students had a very limited knowledge of types of workers in their school community

→ After a three month unit on neighborhood workers, third grade students will increase their awareness of workers in their environment by 50% as indicated by a pre- and post-survey of their knowledge of these workers

→ Students:

1. Visit workers in situations
2. Give oral reports on workers
3. Do art work on workers
4. Have parent-workers visits to class

	GOAL STATEMENT	NEED	OBJECTIVE	ACTIVITIES
2.	That every student develop commensurate with his/her ability as far as he/she can educationally	Standardized test results indicated that 60% of students were reading below grade level	After two months, 50% of the fourth grade students working with the counselor through multi-modal activities will show at least three months' progress as measured by standardized achievement tests	Students 1. Contract with the teacher, parent, and/or counselor concerning the desired improvement 2. engage in special activities, and use resource materials and persons 3. Will work with a student helper in specific areas

	GOAL STATEMENT	NEED	OBJECTIVE	ACTIVITIES
3.	That every student develop commensurate with his/her ability as far as he/she can in personal/social awareness	Structured interviews with parents indicated that 40% of the first grade students did not have an awareness of the importance and place of emotions in development	After a month of activities, the students in the first grade will be able to identify emotions (feelings) by verbalizing experiences when these emotions were felt	Students 1. Name different emotions for children and explain them 2. Role play—showing different emotions 3. Picture study—"What is this person feeling in this picture?" 4. Story—Ask children to identify feelings of characters in the story 5. Circle discussion—children tell of something that has happened to them by telling of their feelings

I. ELEMENTARY GUIDANCE OBJECTIVES AND ACTIVITIES

I. GOAL:

That all students will develop commensurate with their ability as far as they can in career awareness and exploration.

NEED:

A survey of fourth grade students indicated that they had a very limited knowledge of the main occupations in their community and did not identify themselves as future workers.

OBJECTIVE 1:

All fourth grade students will increase the awareness of the impact of work on their life by 50% as indicated by a pre- and post-survey in a six-weeks' period in English classes.

ACTIVITIES:

1. The student will be administered a pre-test at the beginning of the third six weeks in English classes to assess his knowledge of the world of work.
2. The student will visit various businesses and industries to acquaint him/her with different jobs.
3. The student will view films and filmstrips on the world of work to acquaint him/her with various jobs.
4. The student will hear resource persons who will speak about their jobs to acquaint him/her with people in the world of work.
5. The student will be administered a post-test in English classes to assess his/her knowledge of the world of work.

EVALUATION:

The counselor will compare pre- and post-test scores to determine the degree of the increase of awareness by all fourth grade students.

OBJECTIVE 2:

After participating in a career orientation program for six weekly sessions, 70% of the third grade class members will be able to list seven of nine job family clusters and state a job which relates to each cluster.

ACTIVITIES:

1. The student will listen to and participate in presentations by the counselor concerning careers and job families.
2. The student will be administered a pre-test at the beginning of the third six weeks in English classes to assess his/her knowledge of the job family clusters.

3. The student will hear resource persons who will speak about their various jobs to acquaint the student with people in the world of work.

4. The student will inquire about his/her parents' jobs and report about them to the class.

5. The students will participate in a Career Fair during the six weeks where they will learn more about job family clusters.

6. The student will visit various businesses and industries to acquaint him/her with different jobs.

7. The student will be administered a post-test in which he/she will name the job family clusters and state a job relating to each cluster.

EVALUATION:

The counselor will study responses to pupil list to determine the number of pupils who were able to name seven of the nine job family clusters and state a job related to each cluster.

OBJECTIVE 3:

After six weekly sessions in the World of Work Adventures of the Lollipop Dragon and Targo Explores the World of Work, 70% of the second grade students will be able to name seven jobs introduced in the films.

ACTIVITIES:

1. The student will view filmstrips and listen to recordings about the various aspects and jobs in the world of work.

2. The student will discuss each filmstrip of the World of Work Adventures of the Lollipop Dragon and Targo Explores the World of Work with the counselor in class discussions.

3. The student will be administered a quiz in which he/she will be asked to name five of the jobs introduced in the films.

EVALUATION:

The counselor will study the results of a quiz to determine the number of pupils who were able to identify and name seven jobs discussed in the filmstrips presented.

II. GOAL:

All students will develop personally and socially to learn to accept themselves and conform to society within the limits of their potential.

NEED:

As a result of a "brain-storming session" with teachers and administrators on social/personal problems students were having, it was estimated that about 10% of the student body seemed to be having special problems such as low motivation, poor attitude towards school, and frequent discipline problems.

OBJECTIVE 1:

After six weekly sessions, individual and/or group, 3 out of 4 students whose responses on a self-esteem inventory gave them scores which placed them in the lowest percentage for their class will, on readministration of the inventory, show at least 10% gain in positive responses.

ACTIVITIES:

1. The student will be administered a self-esteem inventory at the beginning of the second six weeks to assess his/her self-esteem.
2. The student with a low score on the self-esteem inventory will participate in individual and/or small group sessions with the counselor in which topics will be discussed which aim at self-concept enhancement.
3. The student with a low self-esteem will serve as a helper in the lower grades or be helped individually by another student with his/her academic area.
4. The student will be administered a self-esteem inventory at the end of the second six weeks to assess his/her self-esteem.

EVALUATION:

At the end of the six weeks, the counselor will compare pre- and post-test scores of pupils whose initial score fell in the lowest 10% of his/her class to determine whether or not 75% of the pupils made the 10% gain in raw scores.

OBJECTIVE 2:

75% of the boys and girls referred to the counselor because of disruptive behavior will, after a series of at least six individual and/or small group sessions, have fewer negative characteristics marked by the classroom teacher on the behavior checklist than were marked on the original list.

ACTIVITIES:

1. The student will contract with the teacher and/or counselor concerning the desired behavior.
2. The student will discuss with the teacher and/or counselor in individual and/or small group sessions the disruptive behaviors and ways they can be alleviated.
3. The student will receive rewards for the desired behaviors agreed upon by the student, parent, teacher, and/or counselor.

EVALUATION:

Comparison of the pre- and post-check lists as completed by the teacher to determine if 75% of the pupils participating had fewer negative checks at the end of six sessions.

OBJECTIVE 3:

After presentation of the Lollipop Dragon filmstrips, 75% of the pupils will be able to state what the problem was, name the things they had learned and state two behavior commitments they hope to make as a result of the study. (K-4)

ACTIVITIES:

1. The student at the Elementary School will listen to the tapes and view the filmstrips on self-awareness through the Adventures of the Lollipop Dragon, and discuss the topics presented.

2. The student will participate in discussion with the counselor.

EVALUATION:

The counselor will study reports to determine whether or not 75% of the pupils were able to state the problem and tell two things they had learned and make two behavior commitments they hope to carry out.

III. GOAL:

All students will develop commensurate with their ability as far as they can educationally.

NEED:

A record search of grades of students who were failing two or more subjects revealed that about one-third of the failing students had nevertheless attained average to better than average academic aptitude scores for their grade level on the previous year's test. A conference with teachers further indicated that a significant number of the failing students had two problems in common, failure to turn in assignments and poor study habits.

OBJECTIVE 1:

50% of the students who failed two or more subjects during each reporting period, will, after working with the counselor at least six weeks, show improvement commensurate with their ability in the major subjects for the report card period following treatment.

ACTIVITIES:

1. The student will contract with the teacher, parent, and/or counselor concerning the desired improvement during the six weeks.

2. The student will work with a student helper in his/her areas of academic weakness during the period following the failure.

3. The student will participate in a conference with the teacher, parent, and/or counselor concerning the failure.

EVALUATION:

The counselor will compare report card grades for the grading period in which the failure occurred with those of the period following treatment to determine the number of boys and girls who reduced the number of failures to the desired degree.

OBJECTIVE 2:

75% of the students who fail to turn in or do their classwork or homework during the six weeks will, after working with the counselor, turn in their classwork or homework for the following reporting period.

ACTIVITIES:

1. The student will complete a list weekly of the class and home assignments to be completed. This will be initialled by the teacher, counselor, parent, and student.

2. The student will participate in parent, teacher, and/or counselor conferences to determine the reason for lack of work.

3. The student will contract with the counselor concerning the work to be completed weekly.

EVALUATION:

The counselor will compare the amount of work turned in following the treatment to determine the number of boys and girls who improved in completing their assignments to the desired degree.

OBJECTIVE 3:

75% of the fourth grade pupils engaged in the SRA "How to Study" program in English, will show a gain of one letter grade or increased progress for every month the pupil is enrolled in the program.

ACTIVITIES:

1. The student will participate in the "How to Study" program presented by the teacher to improve in the following areas: Writing reports, effective reading habits, preparing for tests, using study time effectively, and self-inventory scores on study skills.

2. The student will assess his study skills and habits on a self-inventory contained in the "How to Study" program.

EVALUATION:

The counselor will compare pre- and post-grades of the students involved in the "How to Study" program to determine the percent of students who increased in progress.

J. ACTIVITIES & CALENDAR
OF AN ELEMENTARY SCHOOL COUNSELOR BY MONTH

Following is a sample of activities for which an elementary school counselor is responsible throughout the school year:

SEPTEMBER

- Plan school guidance program for the year
  - Utilize test results for curriculum diagnostic purposes
  - Administer a budget for guidance services for the upcoming year
- Refer to appropriate agencies those students having special needs and abilities
- Report any pertinent test data or research information to faculty and principal
- Maintain useable and attractive files and make them easily available to students
- Prepare bulletin boards and displays related to guidance services
- Update the material in guidance center
- Attend counselor inservice meetings
- Attend faculty meetings
- Process records
- Attend appropriate testing workshops
- Assist in administering test to kindergarten and first grades
- New student articulation and orientation
- Attend curriculum development meeting
- Attend special education placement
- Conduct group and individual counseling sessions
- Meet with teachers to discuss individual pupil problems and cooperate in identifying all underachievers and gifted students to plan suitable instruction

OCTOBER

- Make quarterly report
- Attend area inservice meeting
- Attend counselor inservice meeting
- Process Evaluation
- Attend PTA meeting
- Special Education Placement
- Make referrals
- Attend faculty meetings
- Conduct group and individual counseling sessions
- Process records
- Lead parent study group
- Conduct large group guidance activities
- Hold conferences with failing students
- Pay special attention to students with unusual attendance patterns providing teachers with any information which might be useful in meeting any special needs of a student
- Discuss school guidance plans with principal and teachers

NOVEMBER

- Conduct large group guidance activities
- Alabama Personnel and Guidance Association
- Progress evaluation
- PTA meeting
- Special Education Placement
- Make referrals
- Attend faculty meetings
- Process records

DECEMBER

Attend counselor inservice meeting
Attend PTA meeting
Attend placement for special education
Make referrals
Attend faculty meetings
Conduct group and individual counseling sessions
Process records
Lead parent study groups
Conduct large group guidance activities
Evaluate first semester progress
Review student folders

JANUARY

Make quarterly report
Attend area inservice meeting
Make progress evaluation
Attend PTA meeting
Attend placement for special education
Make referrals
Attend faculty meetings
Conduct group and individual counseling sessions
Conduct large group guidance activities

FEBRUARY

Continue group and individual counseling sessions
Conduct large group guidance activities
Hold conferences with students who failed the fourth six-week period
Attend counselor inservice meetings
Attend PTA meeting
Attend placement for special education
Make referrals
Attend faculty meetings
Process records

MARCH

Supervise articulation and orientation of the fifth graders to the Jr. High School
Make progress evaluation
Attend PTA meeting
Attend special education placement
Make referrals
Attend faculty meetings

APRIL

Administer CAT testing
Attend American Personnel and Guidance Association
Make quarterly report
Attend area inservice meeting
Attend counselor inservice meeting
Attend PTA meeting
Take part in special education placement

APRIL (con't.)

Attend faculty meeting
Make appropriate referrals
Process records
Conduct individual and group guidance activities
Articulation and orientation of fifth graders to the Jr. High School
Conduct parent study group

MAY

Interview all students with failures and recommend summer school
With guidance committee, evaluate year's work and make recommendations for next year
Evaluate the year's work
Utilize test results for diagnostic purposes in the fall
Review and update the Student Handbook
Conduct individual and group counseling sessions
Attend faculty meeting
Process records
Take part in Special Education Placement
Conduct parent study group
Make appropriate referrals
Review folders of students
Make annual report and evaluation

Let's match my interests with the task of coaching the girls' basketball team...

K. JOB DESCRIPTION - PROFESSIONAL RESPONSIBILITIES

The purpose of this statement is to describe the types of contributions that a counselor can make in an elementary school. Any given counselor may--depending upon local building needs, staffs and organizational patterns--be expected to perform certain combinations of the following duties. The emphasis given to any of these duties may vary from school to school. There is now, and will continue to be, need for flexibility in role definition.

TITLE: School Counselor

The school counselor is a person who functions and is dedicated to the idea that a pupil will enhance and enrich his personal development and self-fulfillment if given an opportunity to experience an accepting, non-evaluative environment and the relationship between them.

QUALIFICATIONS:

1. A master's degree from an accredited college or university
2. Valid teacher certification from either the elementary or secondary level
3. Three years' successful experience as a classroom teacher
4. Completion of course work from an accredited university for testing on a psychometrist level
5. Such alternatives or additional qualifications as the Board may find acceptable and appropriate

REPORTS TO:

The principal of the school in which he/she is working

JOB GOALS:

To assist children in making the maximum use of their abilities, aptitudes, and skills by pursuing courses of study best suited to their needs

To provide services in identification of pupils' intellectual, emotional, social, physical characteristics and talents, diagnosis of learning difficulties, if any, and early use of available resources to meet their needs and develop their talents

To counsel students relative to the type of educational program they should pursue, the vocation for which they should train and enter, and the job opportunities in various fields

PERFORMANCE RESPONSIBILITIES:

Evaluation

1. Administers individual tests to obtain information about a child's ability, achievement, and interests

2. Assists principal in carrying out school testing program (group and individual tests)

3. Interprets standardized test data to professional staff, parents, and children

4. Observes children in classroom, playground, or gym

5. Measures growth by follow-up studies

Prevention

1. Conducts group guidance sessions in the area of relations and personal development

2. Helps small groups of children develop better study habits and learn to use their time more effectively

3. Conducts student orientation programs

4. Assists in setting up screening procedures for kindergarten and first grade children to determine school readiness and proper placement

5. Counsels with parents, teachers, and children as the need arises

6. Participates in curriculum planning and helps to set up individualized study programs

7. Serves as resource person for staff development programs, PTA/PTO organizations and community groups

Placement

1. Meets all students and parents new to the school system and suggests academic placement

2. Suggests proper placement for children with special learning needs

3. Counsels with parents concerning placement problems

4. Assists students with school course selection

5. Assists students with post-high school placement

6. Assists principal with student scheduling

Adjustment

1. Counsels with individual pupils and small groups in an effort to help children develop more wholesome and realistic self-concepts and modify behavior accordingly

2. Counsels with staff members and parents concerning personal, emotional, and learning problems of individual children

3. Provides each child with an opportunity to talk about his/her educational, vocational, personal, and social concerns

4. Helps each child recognize and make the greatest use of his/her capabilities

Detection

1. Helps locate children in need of special services--placement, motivation and support

2. Studies individual and group records with the idea of helping to devise better ways of fulfilling needs

Referral

1. Makes referrals to proper school, social agency, or other community resources

2. Acts as liaison between school and community agencies

Recording

1. Keeps records of counseling activities so as (a) to evaluate the total counseling program, (b) to determine what further help might be needed to individual children

2. Prepares and analyzes data for use in follow-up studies, research projects, and evaluation studies

3. Keeps records of test scores

PERFORMANCE RESPONSIBILITIES NOT CONSIDERED APPROPRIATE:

1. Counselor should not serve as a substitute teacher

2. Counselor should not designate or mete out punishment, but should direct discipline problems to the assistant principal or principal

3. Counselor should not be required to perform playground, cafeteria, or similar duties

4. Counselor should not make administrative decisions except in the absence of the principal or assistant principal

5. Counselor should not be responsible for checking daily absenteeism

(It is recognized that extreme circumstances may force the use of the counselor in one or more of the areas listed above in order for the school to function efficiently. In the event of such emergencies, the counselor may be called upon to perform one or more of the above responsibilities, but they should absolutely be limited.)

L. EVALUATION

Evaluation is a process for determining if a program is achieving its stated objectives. Those involved in evaluation have the responsibility to obtain and provide useful information and to combine measurement and judgment in the making of decisions relative to program effectiveness. Although summative evaluation is located near the end of the planning cycle, evaluation should not be a process that occurs only at the end of an activity or program. Formative evaluation activities should be conducted throughout the planning and operation of a program. Well-stated program objectives which have built-in provisions for evaluation greatly facilitate the evaluation process.

Evaluation results can be quite helpful. They may suggest that a program should be continued as is, revised, or terminated and/or that a new program should be planned and installed.

Please refer to pages 26 through 34 for examples of evaluation forms.

It's just not selling well. Maybe if we had called it "Jaws"...
NOW OUT! Cost-Benefit Report #2

THREE: MIDDLE SCHOOL GUIDANCE

THREE: MIDDLE SCHOOL GUIDANCE

This section contains examples and models for Middle School Guidance Personnel to develop a comprehensive guidance program.

This section includes: Page

A. Philosophy, System, Middle School, Guidance Department 62

B. Goal Statements 65

C. Comprehensive Guidance Program Development Model 65

D. Guidance Personnel Competencies Necessary to Plan and Implement a Comprehensive Guidance and Counseling Program . . . 66

E. Major Services Performed and Functional Duties of Personnel . . . 66

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G. Guidance Goals, Needs Statement, Student Objectives, Activities, and Evaluations .67

H. Calendar of Guidance Department Middle School 75

I. Job Description 79

J. Comprehensive Guidance Program Evaluation Format 82

A. SYSTEM PHILOSOPHY

In a world endlessly shaped and reshaped by the evolution and revolution of people and ideologies, the one goal which remains eternally steadfast is the acquisition and application of knowledge. We affirm our responsibility to do everything in our power to enable each student to reach this educational goal.

We acknowledge the fact that each student has needs and purposes which are his or hers alone, that these needs and purposes relate to his or her living experiences, and that this contemporary relationship can be demonstrated, explained, and strengthened through our help.

It lies neither within our ability nor our desire to substitute for or supplant the guidance and love of the student's family. We do gladly accept the opportunity, within the bounds of this school system, to help all students experience the power, richness, and beauty of this world. We desire to help all students develop an understanding of, and respect for, the integrity, opinions, and ambitions of others as they come into contact with their own.

Based on the individual's needs and purposes, the school system will help each child acquire and apply knowledge which will enhance his or her aesthetic experiences and enable each child to become a constructive member of society.

MIDDLE SCHOOL PHILOSOPHY

The task of the middle school faculty and staff is to promote physical, emotional, intellectual, moral, and social development of our students during the critical developmental years between the close of their elementary school experience and the beginning of their high school years. This can be effectively accomplished only through a school situation which emphasizes the teaching of those basic skills and concepts necessary to continue educational development and which provides activities, enrichment opportunities, and support services which contribute to the total student development.

We believe in the dignity and worth of the individual child, and will seek to deal with him/her in keeping with this conviction. We feel that in order to have learning take place, there must be a proper atmosphere for it. This means that we will strive to create a relaxed, pleasant climate, but at the same time require conduct and behavioral standards necessary for maintaining order and control.

We realize that we have students of greatly varying ability and achievement levels. We will strive to individualize our instructional programs to the needs of these students. This meeting of individual needs should encompass both the high and low levels. This attention to the individual differences should also include the identifying of students in need of support services or exceptional education. In cases where such assistance is unavailable to our school, we will seek to refer them to sources where needed assistance can be obtained.

We believe that all of our school "publics" should have an appropriately representative voice in decision making involving the school. We will strive for an effective means of providing this.

MIDDLE SCHOOL GUIDANCE DEPARTMENT PHILOSOPHY

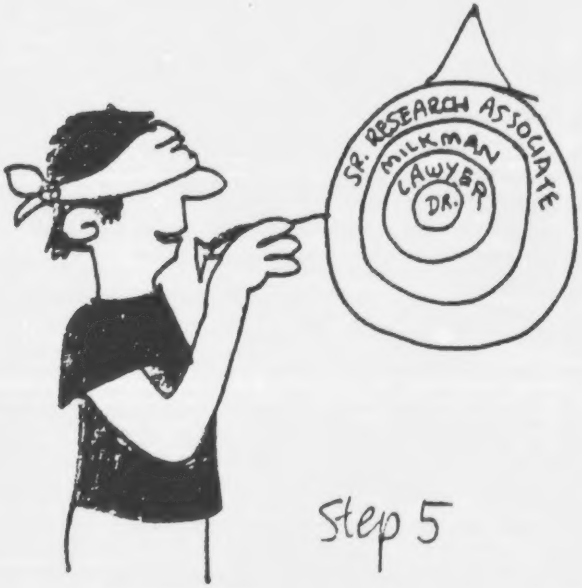
We, the guidance counselors of the middle school are dedicated to the idea that a student will enhance and enrich his/her personal development and self-fulfillment if given an opportunity to experience an accepting, non-evaluative relationship in which he/she is helped to better understand himself and his environment and the relationship between them.

We believe that it is a duty of all school personnel to help future generations acquire knowledge, skills, and attitudes that will provide for full development of their educational, personal/social, and career potential.

We believe in the importance of each student as an individual. Each one has unique educational, emotional, social, and physical needs, and it is our responsibility to identify these needs and provide resources to meet them.

The middle school guidance program consists of a systematic process of assisting students in making choices, plans, adjustments, undertaking self-direction, and solving personal problems while providing services to faculty and parents in meeting the individual needs of our students. These activities are conducted with full awareness of the unique developmental level of middle school students and are correlated with this developmental level.

To this end, guidance is an integral part of the total school program with the function of continually assisting students. It is a developmental process for all rather than an emergency procedure for a few.



Step 5

B. GOAL STATEMENTS

I. PERSONAL/SOCIAL DEVELOPMENT

Every student at the middle school will develop socially, to accept themselves and society, and conform to it within his/her own potential.

II. CAREER DEVELOPMENT

Every student at the middle school will develop in career awareness commensurate with his/her ability.

III. EDUCATIONAL DEVELOPMENT

Every student at the middle school will develop to his/her fullest educational potential.

C. COMPREHENSIVE GUIDANCE PROGRAM DEVELOPMENT MODEL

Please refer to page 3 for an example of a Comprehensive Guidance Program Development Model.

D. GUIDANCE PERSONNEL COMPETENCIES NECESSARY TO PLAN AND IMPLEMENT A COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

For a list of specific guidance personnel competencies please refer to page 12.

E. MAJOR SERVICES PERFORMED AND FUNCTIONAL DUTIES OF PERSONNEL

For a list of the major services and functional duties please refer to pages 13 and 14.

F. NEEDS DETERMINATION

For examples of middle school need determination instruments please refer to appendix A, B, C, and D.

GOT ANYTHING FOR SOMEBODY WHO WANTS TO BE FILTHY RICH WITHOUT WORKING FOR IT?

G. GUIDANCE GOALS, NEEDS STATEMENT
STUDENT OBJECTIVES, ACTIVITIES, AND EVALUATIONS

I. GOAL:

That every student at the middle school develop commensurate with his/her ability as far as he/she can in career awareness and exploration of the world of work.

NEEDS STATEMENT:

In keeping with this goal guidance personnel undertook a sample needs survey to determine the status of students in relation to that goal. They surveyed a random sample of 6th, 7th, and 8th grade students (60 students) or about 10% of the students in those grades.

In the area of career awareness, the results of the survey showed that 60% or more of the students had very limited knowledge of:

a. How an occupation affects a person's life off the job
b. How their own values could affect career choice
c. How many different careers they might choose
d. That there were educational alternatives after graduation
e. That there was excellent career training available locally

The survey also showed that 80% or more of the students had not:

a. Actually talked with people employed in their area of highest interest
b. Visited actual job sites where work of their high interest was performed
c. Ever tried to explore jobs themselves
d. Had any kind of job experience to learn what it is like to be employed

OBJECTIVE 1:

After participating in career awareness and exploration activities for six weeks in English classes, all 7th and 8th grade students will be able to list five concrete ways that the choice of a particular occupation could affect their lives as indicated by a pre- and post-survey.

ACTIVITIES:

1. The students will be administered a pre-test at the beginning of the third six weeks in English classes to assess knowledge of the ways that an occupation affects peoples lives such as where they might live, how often they might move, health, etc.

2. The student will visit various businesses and industries to acquaint him/her with different jobs and their special requirements.

3. The student will view films and filmstrips on the world of work to acquaint him/her with various jobs locally and regionally.

4. The student will hear resource persons who will speak about their jobs to acquaint him/her with people in the world of work and how these jobs effect their lives.

5. The student will be administered a post-test in English classes to assess his/her knowledge of the world of work.

EVALUATION:

The counselor will compare pre- and post-test scores to determine the degree of the increase of awareness by all 7th and 8th grade students of how jobs affect a person's life.

OBJECTIVE 2:

After participating in a career orientation program for six weekly sessions, 70% of the 6th and 7th grade students will be able to name at least seven of nine job family clusters and state a job which relates to each cluster.

ACTIVITIES:

1. The student will listen to and participate in presentations by the counselor concerning careers and job families.

2. The student will be administered a pre-test at the beginning of the third six weeks in English classes to assess his/her knowledge of the job family clusters.

3. The student will hear resource persons who will speak about their various jobs to acquaint the student with people in the world of work.

4. The student will inquire about his/her parents' jobs and report about them to the class.

5. The student will participate in a Career Fair during the six weeks where he/she will learn more about job family clusters.

6. The student will visit various businesses and industries to acquaint him/her with different jobs.

7. The student will be administered a post-test in which he/she will name the job family clusters and state a job relating to each cluster.

EVALUATION:

The counselor will study responses to pupil list to determine the number of pupils who were able to name seven of the nine family clusters and state a job related to each cluster.

OBJECTIVE 3:

After six weekly sessions in Career Learning Centers, 70% of the 6th and 7th grade students will be able to name five jobs in each of the nine learning centers.

ACTIVITIES:

1. The student will view filmstrips and listen to recordings contained in the Career Learning Centers to acquaint him/her with the job family clusters.
2. The students will complete posters, charts, reports, etc., as outlined in the Career Learning Centers-to acquaint him/her with the job family clusters.
3. The student will visit various businesses and industries to acquaint him/her with the different jobs.

EVALUATION:

The counselor will study the results of a quiz to determine the number of pupils who were able to identify and name five jobs in each of the nine learning centers.

OBJECTIVE 4:

After six weekly sessions in the World of Work Adventures of Lollipop Dragon and Targo Explores the World of Work, 70% of the 6th grade students will be able to name five of the jobs introduced in the films.

ACTIVITIES:

1. The student will view filmstrips and listen to recordings about the various aspects and jobs in the world of work.
2. The student will discuss each filmstrip of the World of Work Adventures of the Lillipop Dragon and Targo Explores the World of Work with the counselor in class discussions.
3. The student will be administered a quiz in which he/she will be asked to name five of the jobs introduced in the films.

EVALUATION:

The counselor will study the results of a quiz to determine the number of pupils who were able to identify and name five jobs discussed in the filmstrips presented.

II. GOAL:

Every student at the middle school will develop personally and socially to learn to accept themselves and conform to society within the limits of his/her potential.

NEED STATEMENT:

Results of "brain-storming" sessions with teachers and administrators on social development problems of students, and after tabulating results of an attitude checklist given to a sample of students, and after reviewing student records and parent conference notes by the counselor, it was determined that students were not developing satisfactorily in the following personal/social areas:

a. understanding, accepting, and liking themselves
b. developing self-confidence
c. gaining ability to tell others how they feel
d. becoming good listeners and responding to others
e. understanding older people and accepting others
f. knowing how to get along with family
g. knowing how to get along with members of the other sex
h. developing friendships with both sexes

OBJECTIVE 1:

After six weekly sessions, individual and/or group, three out of four students whose responses on a self-esteen inventory gave them scores which placed them in the lowest percentage for their class will, on readministration of the inventory, show at least 10% gain in positive responses.

ACTIVITIES:

1. The student will be administered a self-esteem inventory at the beginning of the second six weeks to assess his/her self-esteem.

2. The student with a low score on the self-esteem inventory will participate in individual and/or small group sessions with the counselor in which topics will be discussed which aim at self-concept enhancement.

3. The student with a low self-esteem will serve as a helper in the lower grades or be helped individually by another student with his/her academic area.

4. The student will be administered a self-esteem inventory at the end of the second six weeks to assess his/her self-esteem.

EVALUATION:

At the end of the six weeks, the counselor will compare pre- and post-test scores of pupils whose initial score fell in the lowest 10% of his/her class to determine whether or not 75% of the pupils made the 10% gain in raw scores.

OBJECTIVE 2:

75% of the students referred to the counselor because of disruptive behavior will, after a series of at least six individual and/or small group sessions, have fewer negative characteristics marked by the classroom teacher on a behavior checklist than were marked on the original list.

ACTIVITIES:

1. The student will contract with the teacher and/or counselor concerning the desired behavior.

2. The student will discuss with the teacher and/or counselor in individual and/or small group sessions the disruptive behaviors and ways they can be alleviated.

3. The student will receive rewards for the desired behaviors agreed upon by the student, parent, teacher, and/or counselor.

EVALUATION:

Comparison of the pre- and post-check lists as completed by the teacher to determine if 75% of the pupils participating had fewer negative checks at the end of six sessions.

OBJECTIVE 3:

75% of the pupils listening to the GRIN tapes and discussions of the topics covered will, after two sessions with the counselor, be able to state what the problem was, name two things they had learned, and state two behavior commitments they hope to make as a result of the study.

ACTIVITIES:

1. The student will listen to the GRIN tapes and discuss the topics covered at the end of the session.

2. The student will listen to the tapes and view the filmstrips on self-awareness through the Adventures of the Lollipop Dragon, and discuss the topics presented.

EVALUATION:

The counselor will study reports to determine whether or not 75% of the pupils were able to state the problem, and tell two things they had learned, and make two behavior commitments they hope to carry out.

OBJECTIVE 4:

By the end of the school year, the counselor will have made contact either by phone, letter, or personal interview with 75% of the parents of pupils seen individually or in small groups during the year.

ACTIVITIES:

1. The counselor will send a letter to the parents with a reply requested stating that the pupil was seen by the counselor during the year.

2. The counselor will make phone calls to parents regarding something good the pupil has done.

3. The counselor and teacher will conduct a conference with the parents regarding help which can be given at home to reinforce what the school is doing.

EVALUATION:

The counselor will count the number of parent contacts recorded on her log of daily activities and compare this with the number of students seen individually or in small groups to determine whether or not there was contact made with 75% of the parents of these children.

III. GOAL:

Every student in the middle school will develop commensurate with his/her ability as far as he/she can educationally.

NEED STATEMENT:

After reviewing six weeks' grade reports of students who had failed two or more subjects, against standardized aptitude and achievement test scores of those students, and after discussing with teachers and students and parents reasons for unsatisfactory academic progress, it was determined that:

1. About 25% of the poorly performing students had the necessary ability, but were underachieving on teacher-made tests and quizzes.
2. 50% of the group were failing to turn in assignments on time.
3. 80% stated that they needed help in "how to study" techniques.
4. 70% of parents contacted were "unaware of" kinds of assigned homework study and report deadlines.

OBJECTIVE 1:

50% of the students who failed two or more subjects during each reporting period, will, after working with the counselor at least six weeks, show improvement commensurate with their ability in the major subjects for the report card period following assistance.

ACTIVITIES:

1. The student will contract with the teacher, parent, and/or counselor concerning the desired improvement during the six weeks.
2. The student will work with a student helper in his/her areas of academic weakness during the period following the failure.
3. The student will participate in a conference with the teacher, parent, and/or counselor concerning the failure.

EVALUATION:

The counselor will compare report card grades for the grading period in which the failure occurred with those of the period following assistance to determine the number of students who reduced the number of failures to the desired degree.

OBJECTIVE 2:

75% of the students who fail to turn in or do their classwork or homework during the six weeks will, after working with the counselor, turn in their classwork or homework for the following reporting period.

ACTIVITIES:

1. The student will complete a list weekly of the class and home assignments to be completed. This will be initialled by the teacher, counselor, parent, and student.
2. The student will participate in parent, teacher, and/or counselor conferences to determine the reason for lack of work.
3. The student will contract with the counselor concerning the work to be completed weekly.

EVALUATION:

The counselor will compare the amount of work turned in following the treatment to determine the number of students who improved in completing assignments to the desired degree.

OBJECTIVE 3:

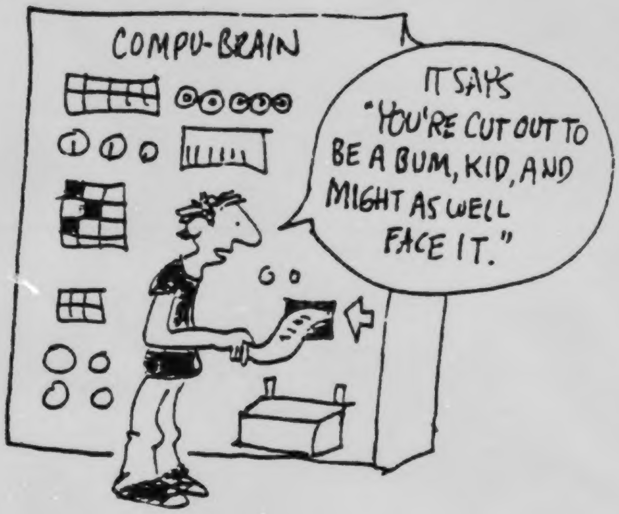
75% of the pupils engaged in the SRA "How to Study" program in English, will show a gain of one letter grade or increased progress for every month the pupil is enrolled in the program.

ACTIVITIES:

1. The student will participate in the "How to Study" program presented by the teacher to improve in the following areas: Writing reports, effective reading habits, preparing for tests, using study time effectively, and self-inventory scores on study skills.
2. The student will assess his study skills and habits on a self-inventory contained in the "How to Study" program.

EVALUATION:

The counselor will compare pre- and post-grades of the students involved in the "How to Study" program to determine the percent of students who increased in progress.


COMPU-BRAIN
IT SAYS "YOU'RE CUT OUT TO BE A BUM, KID, AND MIGHT AS WELL FACE IT."

H. CALENDAR OF GUIDANCE DEPARTMENT MIDDLE SCHOOL

A List of Activities Included in the Yearly Guidance Calendar

AUGUST

Consult with parents and students before schools open concerning placement
Attend the State Guidance Workshop, local workshop and local institute
Consult with principal and other administrative personnel for guidance calendar entries
Arrange for conferences with reluctant enrollees and their parents
Orient the new seventh and ninth graders and their parents
Finalize student schedules, balance class loads and make class rolls
Assist transfer students in planning their schedules and becoming acquainted with the school
Prepare new student packet to facilitate scheduling procedures
Orient new faculty members to guidance services
Assist students who have placement problems and utilize the necessary procedure to correct them
Have a meeting of the guidance committee to plan the year's activities
Hold sessions with the vocational director to determine placement of ninth and tenth grade exploratory students
Issue monthly guidance calendar

SEPTEMBER

Issue monthly guidance calendar
Arrange for the orientation of students who arrive after the opening day and coordinate the school year orientation of all students
Notify teachers of students who have special problems
Issue to parents a conference schedule of all teachers
Visit each seventh and ninth grade homeroom to inform students of the function of the counselor
Complete roster of prospective graduates
Assist students who have been incorrectly placed or who may need to be reassigned
Schedule individual sessions with all transfer students to insure their understanding of the attendance plans, etc.
Plan professional development activity involving parents
Acquaint faculty members with the guidance objectives and activities for the year
In cooperation with the student council and/or other student organizations, initiate a "buddy system" to assist students who transfer into the school during the year and/or those with adjustment problems
Provide each teacher with a schedule of the testing programs
Work with central office personnel concerning testing procedures for system
Begin group guidance sessions at each grade level
Administer pre-test to seventh and eighth grade students
Begin one year follow-up of May graduates
Identify student tutors

OCTOBER

Issue monthly guidance calendar
Encourage all teachers to teach a unit relating their subject to the world of work
Complete plans for Career/College Day
Issue honor roll forms to teachers and complete honor roll certificates for students
Orient teachers in identifying and working with students who are not achieving to their full capacity and/or have educational problems
Encourage teachers to hold telephone conferences with parents of students with problems
At the mid-point of the first grading period, plan "Student Tutor Student" program for those receiving interim reports
Hold meeting of guidance committee
Plan/hold and evaluate parent/teacher/student/administrator conferences concerning students' personal/social, educational and/or career plans
Complete list of physical disabilities of any student and make available to all school personnel
Issue honor roll certificates
Plan professional development activities involving parents/teacher conferences
Conduct group conferences with students about graduation requirements, scholarships, financial aid, national examinations and college, employment opportunities, and post-high school training
Conduct individual conferences concerning attendance

NOVEMBER

Issue monthly guidance calendar
Hold guidance committee meeting
Attend Alabama Personnel and Guidance meeting
Articulation conference with elementary, middle school, and high school personnel
Implement, evaluate, and follow-up activities for Career College Day
Continue Peer Tutoring Sessions for students with adjustment problems, (failures, lack of motivation to overcome tardiness, behavior that is disruptive, etc.)
Issue honor roll Certificates

DECEMBER

Meet with teachers of each grade and provide materials that they may use to plan a unit on educational and vocational opportunities
Notify students of NEAS registration deadlines and provide conference time to assist them in the process
Meet with high school principal and counselor to plan the articulation of ninth grade students to high school
Meet with elementary school principal/middle school principal and counselor to plan the articulation of seventh grade students to the middle school
Hold meeting of guidance committee
Utilize National Career Guidance Week as planning session for observation of Vocational Guidance Week which is to be held in February
Continue Talent Search sessions bi-weekly

JANUARY

Issue monthly guidance calendar
Conduct an inservice session for teachers on how to use the results of the eighth grade test results/sixth grade test results, NEDT, etc.
Study the results of the tests and determine actions (such as curricular revisions) that should be taken as a result of the data the test results provided
Evaluate guidance services for the first semester and plan the second semester in relation to the results of this evaluation
Prepare a list of students who failed first semester courses and plan principal/parent conferences
Confer with all students who have made failing grades for the first semester
Continue talent search bi-monthly
Assist the teachers who are teaching units on vocational and educational opportunities by providing materials, leading discussions, arranging tours, obtaining speakers and in general being a resource person
Interpret standardized test scores to students
Evaluate overall student achievement and plan career achievement program
Promote student interest NEDT for ninth grade students

FEBRUARY

Issue monthly guidance calendar
Continue conferences with parents of students who made failing grades for the first semester
Conduct Career Achievement assembly program
Complete all registration procedures
Administer or make available to teachers any special tests, such as Algebra and Geometry, English placement. Also make available career awareness and interest inventories
Observe Vocational Education Week
Hold meeting of guidance committee
Articulation meetings with placement committee regarding mathematics, English and special needs
Begin individual interviews with students who will be moving into a new school setting
Evaluation of Student Tutor Student Programs

MARCH

Assist the sixth/eighth grade students in planning a tentative school program for middle and high school
Issue monthly guidance calendar
Be available for conference with seventh/eighth grade students in planning tentative middle school/high school programs
Hold guidance committee meetings
Complete follow-up of recent graduates
Observe Career Education Week promoted throughout the school system
Hold grade level meetings with students explaining testing program and any special requirements for the next grade level
Talent Search bi-monthly meeting
Parental conferences to evaluate and/or make suggestions for school activities

APRIL

Issue monthly guidance calendar
Have the records checked of students to identify those who have never taken achievement or scholastic ability tests. Counselor use the list to conduct parental conference
Continue to assist students in planning tentative placement in middle/high school programs
Meet with Admissions, Review and Dismissal Committee for special education and special needs
Conduct guidance committee meeting
Record and interpret placement test results (grades 6, 7, 8, and 9)
Assist in pre-registration and determine timetable to receive properly signed student course request (parent/student signature)
Talent Search bi-monthly meetings

MAY

Work with teachers to identify students who might profit from a remedial program during the summer
Work with the summer employment program conducted by the State Employment Department for disadvantaged youth
Conduct Awards Day
Cooperate with the guidance committee to evaluate the guidance services for the year and prepare a report for the principal and the guidance department
Confer with failing students and their parents
Conduct orientation for classes of feeder schools
Coordinate placement of Title I reading program
Have available correct testing information for Alabama School Registers to be used by homeroom teachers
Articulation with employment community and resource agencies

JUNE

Assist with summer school placement
Average and rank graduates and send copies to the Central Office and the principal
Review the cumulative files of students and identify those students such as the academically talented, underachievers, and potential dropouts who may need special attention during the coming year
Plan parent/student/teacher/counselor/administrator conferences to plan and approve guidance calendar
Work on individual schedules for all students
Conduct parental conferences regarding concerns for educational, personal, social, and career goals of students at all levels of education
Staff conferences planned to review class loads for popular subjects and/or required subjects

PLEASE NOTE THAT SOME OF THESE ACTIVITIES WILL NOT TAKE PLACE AT THE TIME PLANNED. SOME ITEMS NOT INCLUDED IN THIS CALENDAR OF EVENTS WILL BE ADDED DUE TO THE TRANSITIONAL STATUS OF EDUCATION AND LIFE IN GENERAL.

I. JOB DESCRIPTION

TITLE: School Counselor

The school counselor is a person who functions and is dedicated to the idea that a pupil will enhance and enrich his personal development and self-fulfillment if given an opportunity to experience an accepting, non-evaluative environment and the relationship between them.

QUALIFICATIONS:

1. A master's degree from an accredited college or university
2. Valid teacher certification from either the elementary or secondary level
3. Three years' successful experience as a classroom teacher
4. Completion of course work from an accredited university for testing on a psychometrist level
5. Such alternatives or additional qualifications as the Board may find acceptable and appropriate

REPORTS TO:

The principal of the school in which he/she is working

JOB GOALS:

To assist children in making the maximum use of their abilities, aptitudes, and skills by pursuing courses of study best suited to their needs

To provide services in identification of pupils' intellectual, emotional, social, physical characteristics and talents, diagnosis of learning difficulties, if any, and early use of available resources to meet their needs and develop their talents

To counsel students relative to the type of educational program they should pursue, the vocation for which they should train and enter, and the job opportunities in various fields

PERFORMANCE RESPONSIBILITIES:

Evaluation

1. Administers individual tests to obtain information about a child's ability, achievement, and interests
2. Assists principal in carrying out school testing program (group and individual tests)
3. Interprets standardized test data to professional staff, parents, and children

4. Observes children in classroom, playground, or gym

5. Measures growth by follow-up studies

Prevention

1. Conducts group guidance sessions in the area of relations and personal development

2. Helps small groups of children develop better study habits and learn to use their time more effectively

3. Conducts student orientation programs

4. Assists in setting up screening procedures for transfer and sixth grade children to determine school readiness and proper placement

5. Counsels with parents, teachers, and children as the need arises

6. Participates in curriculum planning and helps to set up individualized study programs

7. Serves as resource person for staff development programs, PTA/PTO organizations and community groups

Placement

1. Meets all students and parents new to the school system and suggests academic placement

2. Suggests proper placement for children with special learning needs

3. Counsels with parents concerning placement problems

4. Assists students with school course selection

5. Assists students with post-high school placement plans

6. Assists principal with student scheduling

Adjustment

1. Counsels with individual pupils and small groups in an effort to help children develop more wholesome and realistic self-concepts and modify behavior accordingly

2. Counsels with staff members and parents concerning personal, emotional, and learning problems of individual children

3. Provides each child with an opportunity to talk about his/her educational, vocational, personal, and social concerns

4. Helps each child recognize and make the greatest use of his/her capabilities

Detection

1. Helps locate children in need of special services--placement, motivation and support
2. Studies individual and group records with the idea of helping to devise better ways of fulfilling needs

Referral

1. Makes referrals to proper school, social agency, or other community resources
2. Acts as liaison between school and community agencies

Recording

1. Keeps records of counseling activities so as (a) to evaluate the total counseling program, (b) to determine what further help might be needed to individual children
2. Prepares and analyzes data for use in follow-up studies, research projects, and evaluation studies
3. Keeps records of test scores

PERFORMANCE RESPONSIBILITIES NOT CONSIDERED APPROPRIATE:

1. Counselor should not serve as a substitute teacher
2. Counselor should not designate or mete out punishment, but should direct discipline problems to the assistant principal or principal
3. Counselor should not be required to perform playground, cafeteria, or similar duties
4. Counselor should not make administrative decisions except in the absence of the principal or assistant principal
5. Counselor should not be responsible for checking daily absenteeism

(It is recognized that extreme circumstances may force the use of the counselor in one or more of the areas listed above in order for the school to function efficiently. In the event of such emergencies, the counselor may be called upon to perform one or more of the above responsibilities, but they should absolutely be limited.)

friendly but strained...

J. COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF ________ SCHOOL YEAR AND REPORTED TO FACULTY, PTA PRESIDENT, SUPERINTENDENT'S OFFICE

______________________ COUNSELOR ______________________ SCHOOL ______________________ SYSTEM

1. GOAL: That every student at the middle school develop commensurate with his/her ability as far as he/she can in career awareness and exploration of the world of work

   2. OBJECTIVE: After participating in career awareness and exploration activities for six weeks in English classes, all 7th and 8th grade students will be able to list 5 concrete ways that the choice of a particular occupation could affect their lives as indicated by a pre/post survey

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. 180 students administered pre-survey	A. x	
B. 80% of students visited 2 businesses	B. x	20% unable to attend
C. All 180 students saw and discussed at least 3 filmstrips	C. X	
D. 2 resource speakers spoke to all classes	D. x	
E. Post-survey results showed an average increase of accurate responses per student	E. x	

SUMMARY STATEMENT:

1. I have been successful in reaching ____12____ objectives. Of ____16____ number of objectivees, I have reached ____75%____.

2. There were ____600____ number of students actively involved in the guidance program.

3. There were ____400____ number of students involved in reaching the successful objectives.

4. This represents ____66____ % of the total enrollment in grades ____6____, ____7____, ____8____, ________, ________.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF __________ SCHOOL YEAR AND REPORTED TO FACULTY, PTA PRESIDENT, SUPERINTENDENT'S OFFICE

______________________________ COUNSELOR ______________________________ SCHOOL ______________________________ SYSTEM

1. GOAL: Every student at the middle school will develop personally and socially to learn to accept themselves and conform to society within the limits of his/her potential
   2. OBJECTIVE: After six weekly sessions, individual or group, 3 out of 4 students whose responses on a self-esteem inventory gave them scores which placed them in the lowest percentage for their class will, on readministration of the inventory, show at least 10% gain in positive responses.

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. 120 students given self-esteem inventory at beginning of 2nd six weeks	A. x	
B. 40 students selected to participate in group sessions - self enhancement	B. x	20 students chose not to attend
C. Students gave 8 tutoring sessions to lower grade students in basic skills	C. x	
D. Readministration of inventory showed some gains, about 60% gained 10% or more in self-esteem scores	D. x	

SUMMARY STATEMENT:

1. I have been successful in reaching ____12____ objectives. Of ____16____ number of objectives I have reached __75%__.
2. There were __600__ number of students actively involved in the guidance program.
3. There were __400__ number of students involved in reaching the successful objectives.
4. This represents __66__ % of the total enrollment in grades __6__, __7__, __8__, ______, ______.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF __________ SCHOOL YEAR AND REPORTED TO FACULTY, PTA PRESIDENT, SUPERINTENDENT'S OFFICE

____________________ COUNSELOR ____________________ SCHOOL ____________________ SYSTEM

1. GOAL: Every student at the middle school will develop commensurate with his/her ability as far as he/she can educationally

2. OBJECTIVE: 50% of the students who failed 2 or more subjects during each reporting period, will after working with the counselor at least 6 weeks, show improvement commensurate with their ability in the major subjects for the report card period following assistance

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. 80 students contract with teacher, parent, and/or counselor concerning desired improvement during six weeks	A. x	
B. Students work with helpers in areas of weakness	B. x	
C. Students participate in conference with teacher, parent, and/or counselor concerning failure	C. x	
D. Counselors check report cards for improvement, find 60% improved	D. x	

SUMMARY STATEMENT:

1. I have been successful in reaching ____________ objectives. Of __________ number of objectives, I have reached 75% .
2. There were 600 number of students actively involved in the guidance program.
3. There were 400 number of students involved in reaching the successful objectives.
4. This represents _____ % of the total enrollment in grades 6 , 7 , 8 , _____ , _____ .

FOUR: SECONDARY SCHOOL

FOUR: SECONDARY SCHOOL GUIDANCE

This section contains examples and models for secondary school guidance personnel to develop a comprehensive guidance program. This section includes:

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C. Comprehensive Guidance Program Development Model 89

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A. SCHOOL PHILOSOPHY

We believe that the primary aim of the high school is to provide the opportunity for all students regardless of ability to develop to their highest potential intellectually, physically, and socially. Such development should enable students to become worthwhile citizens in today's society and should also prepare them for effective adjustment to the inevitable changes of tomorrow's world.

We are aware of the academic weaknesses in our country, which may leave students ill-equipped to compete in today's challenging world. Using a comprehensive and flexible curriculum, we strive to bring each student to a maximum performance level in reading and communication, mathematic skills, scientific principles, and other fundamental disciplines, and to develop an understanding of humanity, through the study of literature, history and the arts. Through this curricular variety, students may successfully participate in continuing education, confidently compete in the job market, and take their place as respected members of the community.

We believe strongly that the optimum development of each student is contingent upon successful physical development. We feel that the health and physical education program should include a variety of offerings so that every student, regardless of ability, may reach maximum growth. Physically, the individual is educated toward life-time sports and health knowledge, both of which will be of lasting benefit.

We believe that the student who is taught to assume responsibilities socially will live a positive, productive, and more purposeful life. Happiness and emotional well-being depend on self-discipline, knowledge of human relationships, and knowlege of self and others. This can best be obtained from study and contemplation of humanity as presented in literature, history, art, and music. We strive to instill in students a willingness to offer time, talents, and efforts to meaningful projects which concern not only the school, but also the family, community, and country as well.

PHILOSOPHY OF GUIDANCE

Counselors recognize that:

Each student possesses intrinsic worth, inherent and inalienable rights.

Each student is the center of the educational process.

Each educational program must be organized according to the needs, interests, and abilities of the individual student, making provisions for differentiated education, varied materials of instruction, and progressive development which cannot be met by means of instruction alone.

As the school curriculum enlarges, and as adult society grows more complex, it becomes increasingly necessary to emphasize the needs of the whole student and to plan activities that include situations related to personal and social development as well as educational and vocational adjustment.

Guidance is an integral part of the total school program, functioning as a continuous process that regularly assists students in choice-making, problem-solving, self-identification, self-realization and self-adjustment, participated in by the home, school, church, and those interested in the social, intellectual, physical. emotional, and aesthetic growth of the individual.

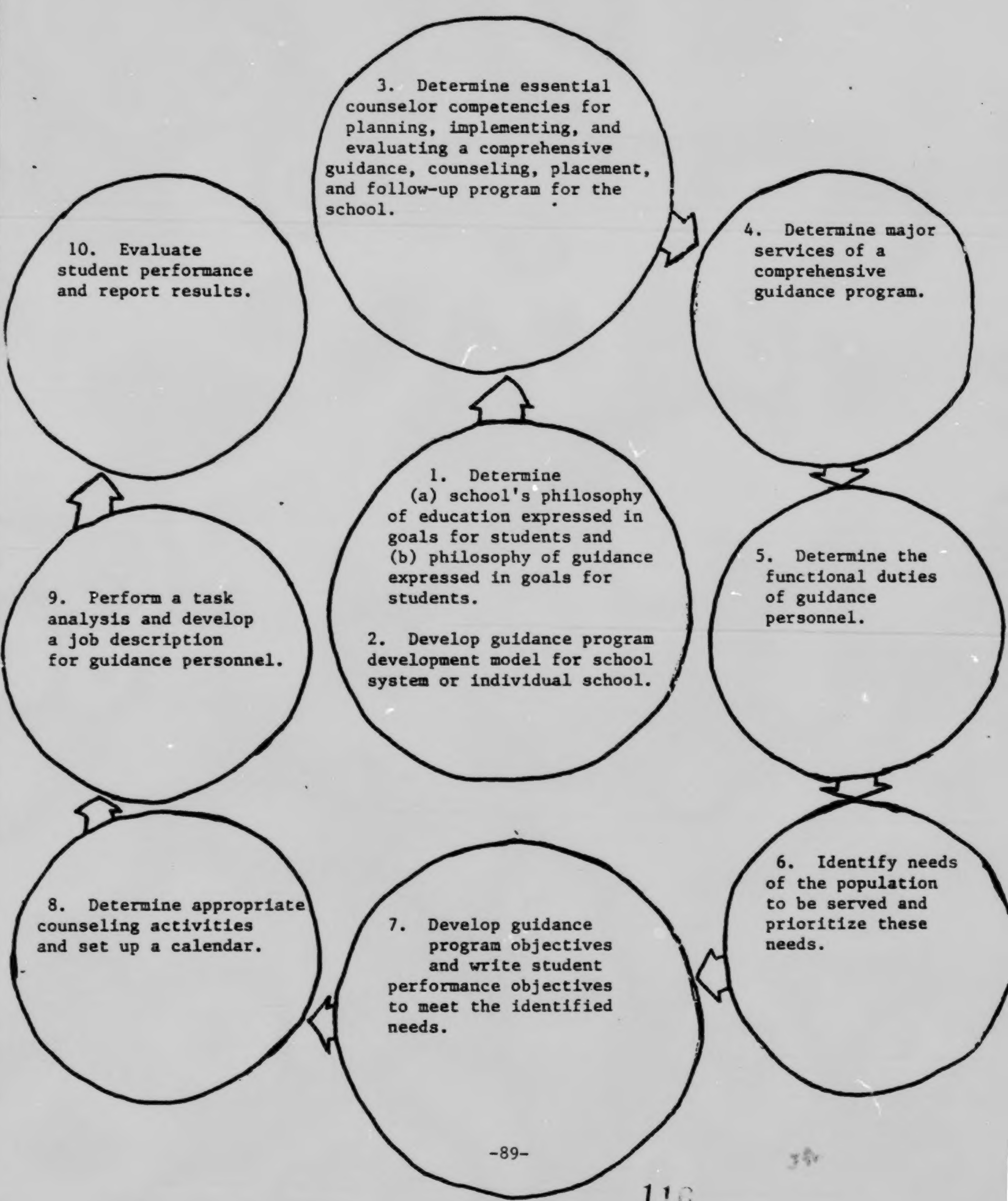
Counseling, the heart of the guidance program, is one of a number of services of the guidance function, an individual or small group relationship available to all students on a confidential basis to aid them in assessing their abilities, limitations, experiences, and interests to gain increased insight, resulting in the ability to make better decisions—defined more simply as helping students to help themselves.

An effective guidance program focuses attention on the needs and resources of the student and, as such, is a developmental process which begins in the home and continues through school, and that the counselor endeavors to coordinate these experiences of the student for optimum growth and development.

B. GUIDANCE GOALS

Please refer to pages 14, 15, and 16 for discussion of and examples of guidance goals.

C. COMPREHENSIVE GUIDANCE PROGRAM DEVELOPMENT MODEL



1. Determine
(a) school's philosophy of education expressed in goals for students and
(b) philosophy of guidance expressed in goals for students.

2. Develop guidance program development model for school system or individual school.

3. Determine essential counselor competencies for planning, implementing, and evaluating a comprehensive guidance, counseling, placement, and follow-up program for the school.

4. Determine major services of a comprehensive guidance program.

5. Determine the functional duties of guidance personnel.

6. Identify needs of the population to be served and prioritize these needs.

7. Develop guidance program objectives and write student performance objectives to meet the identified needs.

8. Determine appropriate counseling activities and set up a calendar.

9. Perform a task analysis and develop a job description for guidance personnel.

10. Evaluate student performance and report results.

D. DETERMINING COUNSELOR COMPETENCIES

There are many skills essential in planning and implementing a guidance program. The Counselor Program Planning Skills Inventory can be utilized to determine specific strengths and weaknesses and to evaluate present professional abilities. (See pages 5 through 11.)

E. COMPETENCIES NECESSARY TO PLAN AND IMPLEMENT A COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

Two areas of competencies necessary to implement and plan a comprehensive guidance and counseling program were determined to assess knowledges, skills, and abilities possessed by the guidance counselor.

KNOWLEDGES

A. The counselor knows the goals of guidance and counseling.
B. The counselor knows the status of students in relation to goals.
C. The counselor has knowledge of resources

    1. Human
    2. Materials and supplies
    3. Agencies and organizations

D. The counselor has knowledge of legal and ethical aspects of counseling and lines of authority in school organization.

SKILLS AND ABILITIES

A. The counselor is able to form effective relationships with students, staff, community, state, and national leaders.
B. The counselor is able to demonstrate leadership techniques, e.g., conduct small and large group meetings and conferences.
C. The counselor is able to apply knowledge of basic principles of physical, psychological, and educational growth and development.
D. The counselor has writing and calculations skills, e.g., put ideas in written statements understandable to those involved in plans and be able to convert ideas into cost and outcome expectancy.
E. The counselor is able to collect and organize information such as student files, educational institutions, job opportunities, follow-up data, and training institutions.
F. The counselor is able to identify learning activities and exercises most appropriate for attaining each objective.
G. The counselor is able to write specific student performance objectives appropriate for the attainment of the goals of guidance.
H. The counselor is able to identify personnel within and outside of school responsible for each objective or part thereof.
I. The counselor is able to develop appropriate evaluative instruments and techniques for determining progress of students.

F. MAJOR GUIDANCE SERVICES AND FUNCTIONAL DUTIES OF GUIDANCE PERSONNEL IN A COMPREHENSIVE GUIDANCE PROGRAM

Major guidance services provided in a comprehensive guidance program were identified. These are:

I. Educational Guidance Service
II. Career Development Service
III. Personal/Social Guidance Service
IV. Consultation Service
V. Placement and Follow-Up Studies Service
VI. Planning and Evaluating Guidance Service
VII. Maintenance and Access to Resource Data Service
VIII. Orientation Service
IX. Assistance in Reduction of Sex and Minority Stereotyping and Bias Service
X. Training and Staff Development Service

The functional duties and responsibilities of guidance personnel in a comprehensive guidance system were identified and listed as an aid in the development of job descriptions.

MAJOR SERVICES AND FUNCTIONAL DUTIES OF GUIDANCE PERSONNEL IN A COMPREHENSIVE GUIDANCE PROGRAM

I. Educational Guidance Service

Guidance personnel will:

A. Assist in the assessment of educational potential or readiness, attainment and progress of students.
B. Provide articulation between:

    1. schools
    2. grades in schools, and
    3. programs in schools.

C. Offer assistance in overcoming handicaps.
D. Provide information services for parents, teachers, students in the areas of:

    1. financial aids
    2. continuation of education beyond high school.

II. Career Development Service

Guidance personnel will:

A. Assist in the assessment of interest and aptitudes.
B. Assist in the course selection (academic, vocational).
C. Provide employment information and guidance of students' career plans.
D. Provide activities for self-awareness.
E. Provide activities for career awareness.
F. Provide activities for career exploration.
G. Provide activities for career preparation.

III. Personal Social Guidance Service

Guidance personnel will:

A. Conduct individual and group counseling sessions.
B. Utilize referral services.
C. Conduct group guidance sessions.

IV. Consultation Service

Guidance personnel will:

A. Share knowledge of human development and interpersonal relations with parents and teachers.
B. Provide guidance to support curriculum improvement.

V. Placement and Follow-Up Studies Service

Guidance personnel will:

A. Assist in systematic placement in proper settings at all educational levels.
B. Assist in systematic placement in job settings.
C. Assist in gathering follow-up information to facilitate curriculum revision.

VI. Planning and Evaluating Guidance Service

Guidance personnel will:

A. Plan and evaluate guidance services.

VII. Maintenance and Access to Resource Data Service

Guidance personnel will:

A. Maintain and have access to resource data.

VIII. Orientation Service

Guidance personnel will:

A. Provide orientation to

1. school
2. services
3. program
4. faculty and staff.

IX. Reduction of Sex and Minority Stereotyping and Bias Service

Guidance personnel will:

A. Assist in reduction of sex and minority stereotyping and bias.

X. Training and Staff Development Service

Guidance personnel will:

A. Provide training and staff development.

G. NEEDS DETERMINATION

On the following pages are three surveys given to a sample group of students, parents, and teachers. The responses from these will assist in determining the needs that the guidance program should attempt to meet. The reasons for poor student performance, as seen by the high school teachers, are listed on a separate page.

Also see appendix for needs instruments. See Needs Determination Instruments, pages 17, 18, 19, and 20.

What scares me is that Higgins may already have become all he's capable of being!

1. STUDENT SURVEY

This survey is for the purpose of collecting information which will be helpful to the guidance program in your school. You and other students are asked to give the information which is needed. A study will be made on how the total group answers each question. It is important that you read each question carefully and answer according to your true opinion. Your answers will give information on how the school can be of better help to students.

Grade Level__________

Sex__________________

How many years in this school system?______________

IMPORTANT: Each of the following questions asks for information which is important. Answer the questions as they apply only to the school in which you are now a student. Sometimes you may not be able to give a completely accurate answer by using either a "YES" or a "NO" answer. If you can, however, choose one of these answers which is most nearly correct. Remember only an honest answer will be helpful to the school. You may now go ahead and answer the questions.

1. Does your school have a counselor? yes( ) no( ) ?( )
2. Have you ever had a conference with the counselor in this school? yes( ) no( ) ?( )
3. Have you ever been with a group or class of students when the counselor in this school talked to them? yes( ) no( ) ?( )
4. If a student does something wrong, is he sometimes sent to the counselor? yes( ) no( ) ?( )
5. If desired, can you see what is in your guidance records at school? yes( ) no( ) ?( )
6. Has a teacher ever suggested that you talk to a counselor? yes( ) no( ) ?( )
7. Would most students be helped by talking with a counselor? yes( ) no( ) ?( )
8. Do you expect that you will have trouble getting a good job in the future? yes( ) no( ) ?( )
9. Are you taking part in any extra curricular activities in in school? yes( ) no( ) ?( )
10. Would you be willing to borrow money for the purpose of getting more education after you graduate from high school? yes( ) no( ) ?( )
11. Do you know how to study well? yes( ) no( ) ?( )

12. Do you know what your highest abilities are? yes( ) no( ) ?( )

13. Do you get along well with teachers and school administration? yes( ) no( ) ?( )

14. Do you believe that a counselor is really interested in you? yes( ) no( ) ?( )

15. Do you know what occupations are closely related to your interests? yes( ) no( ) ?( )

16. Should almost everybody get a college education? yes( ) no( ) ?( )

17. Does your school have information available that tells about most of the occupations in the U.S.? yes( ) no( ) ?( )

18. Can you study well while you are in school? yes( ) no( ) ?( )

19. Does the counselor know some people outside your school who could help students with special problems in their families? yes( ) no( ) ?( )

20. Are most of the school rules fair to students? yes( ) no( ) ?( )

21. Have you ever been put into a class where the other students were too far ahead of you? yes( ) no( ) ?( )

22. Is there at least one thing which you can do better than most students? yes( ) no( ) ?( )

23. Is it the counselor's main job to help students who are in trouble? yes( ) no( ) ?( )

24. If needed, has any teacher helped you individually very much this year outside of class time? yes( ) no( ) ?( )

25. Do you use the help of the counselor when needed? yes( ) no( ) ?( )

26. Right now, does your future occupation look like it will be a good one? yes( ) no( ) ?( )

27. Would you feel free to talk with the counselor about a personal problem if you had one? yes( ) no( ) ?( )

28. When the counselor talks with a group or class of students, is it usually helpful to the students? yes( ) no( ) ?( )

29. Do you know approximately how you scored on the ability and achievement tests you have taken? yes( ) no( ) ?( )

30. Can you study very well while you are at home? yes( ) no( ) ?( )

31. Do you know how to get guidance informational materials if you want them? yes( ) no( ) ?( )

32. Do you know what school subjects are related to your abilities and interests? yes( ) no( ) ?( )

33. Do other people control your life more than they should? yes( ) no( ) ?( )

34. Is it easy for you to get in to see a counselor if you want? yes( ) no( ) ?( )

35. Do most teachers take class time to discuss the future educational opportunities which exist in their subjects? yes( ) no( ) ?( )

36. Do you think that every school should have at least one counselor who has time to help individual students? yes( ) no( ) ?( )

37. When meeting with you, does the counselor usually talk about the things you want to talk about? yes( ) no( ) ?( )

38. Would you like to know more how your subjects can help in future occupations? yes( ) no( ) ?( )

39. Does the counselor have any information about you which could be helpful to you in planning your future? yes( ) no( ) ?( )

40. Should a student choose those school subjects in which he can get the best grades? yes( ) no( ) ?( )

41. Are there any two-year technical schools in your state? yes( ) no( ) ?( )

42. Can the counselor help students to find part-time jobs? yes( ) no( ) ?( )

43. Is having a good education usually helpful to a person's future? yes( ) no( ) ?( )

44. Do you often study the wrong things for tests? yes( ) no( ) ?( )

45. Does a counselor tell a person what occupation he should choose? yes( ) no( ) ?( )

46. Would you quit school if you were allowed? yes( ) no( ) ?( )

47. Are most of your teachers really interested in you? yes( ) no( ) ?( )

48. Do you have several very close friends in this school? yes( ) no( ) ?( )

49. Has the counselor ever helped you to think more clearly about a problem or question you have had? yes( ) no( ) ?( )

50. Do you have any idea of the occupational goals that you want to set for your life? yes( ) no( ) ?( )

51. Have you ever taken any tests that would help describe your ability to do school work? yes( ) no( ) ?( )

52. Are you now taking a school subject which is too hard for you? yes( ) no( ) ?( )

53. Are you familiar with the different kinds of educational opportunities which are open to high school graduates? yes( ) no( ) ?( )

54. Does the counselor have any power to tell teachers what they should do? yes( ) no( ) ?( )

55. Do you usually wait until the teacher plans to give a test before you really study? yes( ) no( ) ?( )

56. Do most teachers take class time to discuss occupations related to their subjects? yes( ) no( ) ?( )

57. Do you take part in very many class discussions? yes( ) no( ) ?( )

58. Are most of the students in this school friendly? yes( ) no( ) ?( )

59. Is the counselor the kind of person who is easy to talk with? yes( ) no( ) ?( )

60. Do you know what occupations are closely related to your abilities? yes( ) no( ) ?( )

61. Do you know enough about all the extra curricular activities in school to know in which ones you would enjoy taking part? yes( ) no( ) ?( )

62. Do you think that the counselor knows your name? yes( ) no( ) ?( )

63. Do you have a hard time paying attention in class? yes( ) no( ) ?( )

64. Do most teachers take class time to help students know how to study their subjects? yes( ) no( ) ?( )

65. Do you like being in this school? yes( ) no( ) ?( )

66. Has the counselor ever helped you to plan for a future occupation? yes( ) no( ) ?( )

DIRECTIONS: What one individual in your school has given you the best help in assisting you to do the following? On this answer sheet, circle the letter which describes the person who has given you the best help. If no one in the school, or your parents, has given you any good help, then circle the letter "F".

67. Assisting you to select your school subjects? A. Teacher, B. Counselor, C. Student, D. Principal, E. Parents, F. No One.

68. Assisting you to plan ways to study better: A. Teacher, B. Counselor, C. Student, D. Principal, E. Parents, F. No One.

69. Assisting you to plan for your future education after high school:
A. Teacher, B. Counselor, C. Student, D. Principal, E. Parents, F. No One.

70. Assisting you to plan your occupational career: A. Teacher, B. Counselor,
C. Student, D. Principal, E. Parents, F. No One.

71. Assisting you to learn more about yourself: A. Teacher, B. Counselor,
C. Student, D. Principal, E. Parents, F. No One.

72. Assisting you to get along better with other people: A. Teacher, B. Counselor,
C. Student, D. Principal, E. Parents, F. No One.

73. Assisting you to learn about the school when you first came as a new student:
A. Teacher, B. Counselor, C. Student, D. Principal, E. Parents, F. No One.

74. Assisting you to learn how you scored on standardized ability and achievement tests: A. Teacher, B. Counselor, C. Student, D. Principal, E. Parents,
F. No One.

75. Assisting you to solve a personal problem: A. Teacher, B. Counselor,
C. Student, D. Principal, E. Parents, F. No One.

Thank you for participating in this survey of your school guidance program.

Remarks:

2. GUIDANCE SURVEY - PARENT SECTION

This survey is for the purpose of collecting information which will be helpful to the guidance program in your school. You and other parents are asked to give the information which is needed. A study will be made on how the total group answers each question or statement. It is important that you read each question or statement carefully and answer according to your true opinion. Your answers will give information on how the school can be of better help to parents.

How many years in this community?______________

Number of children you have in school._________

IMPORTANT: Each of the following questions or statements asks for information which is important. Sometimes you may not be able to give a completely accurate answer by using either a "Yes" or a "No" answer. If you can, however, choose one of these answers which is most nearly correct. Remember only an honest answer will be helpful to the school. You may now go ahead and answer the questions.

	Yes	?	No
1. If your child had outstanding abilities, he would talk to his counselor.	( )	( )	( )
2. If your child were having problems in class, he would talk to his counselor.	( )	( )	( )
3. The counselor should tell you how your child can make up academic failures.	( )	( )	( )
4. Your child's counselor should work with program changes with you and your child.	( )	( )	( )
5. Your counselor should help you get home instruction for your child if he is ill for a long time.	( )	( )	( )
6. Your counselor should help you and your child with job training or college planning.	( )	( )	( )
7. Your counselor should know about military opportunities.	( )	( )	( )
8. Counselors can help your child work with teachers.	( )	( )	( )
9. Graduation requirements should be changed to meet the individual needs of students.	( )	( )	( )
10. The curriculum offerings in the school seem relevant to the needs of the individual student.	( )	( )	( )
11. It seems my child has to take many classes which are of no possible use to him.	( )	( )	( )
12. If your child had personal problems, he would talk to his counselor.	( )	( )	( )
13. The counselor should report to you when your child is referred to him by a teacher.	( )	( )	( )
14. Your counselor should work with you and your child if there is a possible dropout problem.	( )	( )	( )
15. Your counselor should be aware of any physical or mental disability of your child.	( )	( )	( )

		Yes	?	No
16.	Your child's counselor should help your child adjust to school.	☐	☐	☐
17.	You would welcome your child's counselor in your home to talk with you about your child.	☐	☐	☐
18.	My child looks forward to going to school each day.	☐	☐	☐
19.	Your child's counselor should know about your community.	☐	☐	☐
20.	Your child's counselor should tell your child what to do.	☐	☐	☐
21.	Your child's counselor should give you suggestions and let you choose what you wish to do.	☐	☐	☐
22.	Your child's counselor should give your child suggestions and let him choose what he wishes to do.	☐	☐	☐
23.	Your counselor should keep your confidence.	☐	☐	☐
24.	Your counselor should keep your child's confidence.	☐	☐	☐
25.	The counselor must respect the decisions of you and your child.	☐	☐	☐
26.	The child's counselor has the right to expect you and your child to carry out responsibilities the three of you agreed upon.	☐	☐	☐
27.	The counselor should see your child at least once a year.	☐	☐	☐
28.	The counselor should set up conferences with parents and other school personnel.	☐	☐	☐
29.	The counselor should explain test results in a way parents can understand.	☐	☐	☐
30.	Your child's counselor should help you understand your child's program, his academic program, and school activities such as sports, etc.	☐	☐	☐
31.	You would talk to your child's counselor if you did not understand a school rule.	☐	☐	☐
32.	The counselor should not record your interview on tape.	☐	☐	☐
33.	You would feel more comfortable discussing your problems with your counselor and a group of parents.	☐	☐	☐
34.	You would feel more comfortable discussing your problems with your child's counselor alone.	☐	☐	☐
35.	Your child's counselor should have been a teacher.	☐	☐	☐
36.	One of the important jobs of the counselor is to help in planning the future of your child.	☐	☐	☐
37.	Have you been adequately informed regarding the guidance program in your local school?	☐	☐	☐
38.	Most of the teachers are doing an excellent job in making their classes as meaningful as possible for the students.	☐	☐	☐
39.	I approve of the help my child receives in selecting courses.	☐	☐	☐
40.	Have you ever met with one of the school counselors?	☐	☐	☐
41.	I know most of my child's teachers.	☐	☐	☐
42.	I feel that by high school age my child should make most of the decisions concerning the courses he takes.	☐	☐	☐
43.	I feel that my child's school should have a counselor.	☐	☐	☐
44.	Has a teacher ever suggested that you talk with a counselor about your child?	☐	☐	☐
45.	Can you see what is in your child's school records?	☐	☐	☐
46.	I know what is in my child's school records.	☐	☐	☐
47.	I believe that most of the school rules concerning students are fair.	☐	☐	☐
48.	I expect my child to go to college or take some form of post-secondary education.	☐	☐	☐
49.	I discuss with my child his school work.	☐	☐	☐

REMARKS:

3. TEACHER QUESTIONNAIRE

		YES	?	NO
1.	Have you ever had an individual conference with a counselor in this school concerning one or more of your students?	( )	( )	( )
2.	Does the school have available much information about occupations which are related to your teaching field?	( )	( )	( )
3.	Does a counselor unnecessarily disrupt instruction time by taking students out of class?	( )	( )	( )
4.	Do you take time to provide information to students about careers related to your subject field which might be helpful to them in vocational planning?	( )	( )	( )
5.	Do you understand how to interpret the information which is recorded on student records?	( )	( )	( )
6.	If needed, has a counselor in this school ever helped you to understand standardized test results?	( )	( )	( )
7.	Do you modify your instructional materials and techniques to meet the needs of students?	( )	( )	( )
8.	Is the student who has been dismissed from class because of behavior problems sometimes sent to the counselor's office?	( )	( )	( )
9.	Do you think every school should have a least one counselor who has time to help individual students?	( )	( )	( )
10.	Are a number of your students getting low grades because they don't prepare well for your tests?	( )	( )	( )
11.	Do you feel like your students are doing the least amount of work possible?	( )	( )	( )
12.	Are guidance informational materials kept in the library?	( )	( )	( )
13.	Are the procedures for referring students to the counselor satisfactory to you?	( )	( )	( )
14.	If needed, do you have difficulty finding a time when both you and the counselor can get together to talk?	( )	( )	( )
15.	Do you take time to discuss with your students about the educational opportunities beyond high school which are available in your field?	( )	( )	( )
16.	Do you utilize the services of the guidance department?	( )	( )	( )

	YES	?	NO
17. Does the counselor usually report back to you concerning a student whom you have referred?	( )	( )	( )
18. Do you believe that you understand the purposes which the counselor is trying to achieve?	( )	( )	( )
19. Would most students be helped by talking with counselors?	( )	( )	( )
20. Do you believe you are aware of all students in your classes who have special learning handicaps or needs?	( )	( )	( )
21. Do you believe that teachers should participate in the guidance program?	( )	( )	( )
22. Have you been able to include any guidance topics in your classes?	( )	( )	( )
23. Have you compared your opinion of your student's learning abilities with their ability test scores?	( )	( )	( )
24. Do you usually try to identify students with guidance needs and refer them to the counselor?	( )	( )	( )
25. Do you personally feel that there is a need for a revision of the courses required for graduation?	( )	( )	( )
26. Do you feel that there is sufficient interaction and communication between teachers and counselors regarding students?	( )	( )	( )
27. Is a good job being done of placing students into appropriate classes?	( )	( )	( )
28. Do you have some time during the day in which you can talk individually with students who are having learning difficulties in your classes?	( )	( )	( )
29. Do you personally use test results to plan or modify your teaching?	( )	( )	( )
30. Is there anytime that a counselor has administrative authority over a teacher?	( )	( )	( )
31. Are counselors usually biased in favor of certain subjects in the curriculum?	( )	( )	( )

REMARKS:

4. TEACHER OBSERVATIONS

The reasons, as seen by the teachers, of poor student performance in the classroom listed in order of most mentioned.

Poor attitude

Inattention

Lack of motivation

Absenteeism

Academic inability

Lack of self-discipline

Laziness

Irresponsibility

Parental apathy about poor students

Too social minded

Apathy

Not interested in subject area

Immaturity

Failure to complete work and make up work

Too busy with sports, extracurricular activities, and jobs

Cannot follow directions

Poor habits (work, study)

Poor skills (reading, writing, listening)

Over indulgence

Low self-image

Unprepared

Want entertainment

No parental control

Not interested in accomplishment

Television

No goals

Lack of concern

Lack of time to read and prepare

Unwillingness to seek help

Drugs (alcohol)

Classroom interruptions

Do only minimum work

Unhappy

Early dismissals

Lack of courses for poorer students

Lack of emphasis on academic excellence

Unrealistic expectations by student

Depending on tutor

Not bringing materials to class

Rude and inconsiderate

H. GUIDANCE OBJECTIVES AND ACTIVITIES

I. EDUCATIONAL GOAL:

Educational development of all students to the fullest extent based upon ability to learn.

NEEDS STATEMENT:

A survey of students indicated that a large number did not feel that they possessed decision-making skills to progress to their fullest educational potential. In order to move students toward the goal of full educational development, three objectives were planned.

OBJECTIVE 1:

After a six-weeks' unit on decision making provided by the counselor, 75% of the students will increase their decision-making skills as indicated by a pre- and post-survey.

ACTIVITIES:

1. Administer a pre-survey on decision-making skills to determine knowledge of factors in decision-making process.
2. Provide a unit on decision-making skills.
3. Administer a post-survey on decision-making skills.

EVALUATION:

Counselor will talley survey results and compare for gains.

OBJECTIVE 2:

After a unit on assessing and evaluating goals, ___% of the students will be able to state their educational goals and identify the curriculum necessary to achieve them as indicated by a counselor-made form for course selection.

ACTIVITIES:

1. Provide a unit on assessing and evaluating goals.
2. Administer appropriate interest and aptitude test.
3. Provide individual and group counseling sessions on assessing and evaluating goals.
4. Provide a counselor-made form for evaluating success.

EVALUATION:

Counselor will review planned course selections in terms of student goals.

OBJECTIVE 3:

Following course selection chosen by the student with the aid and approval of the counselor, ____% of the students will complete their chosen curriculum as measured by an annual follow-up of their four-year plan.

ACTIVITIES:

1. Counsel students in course selection based on their interest and aptitude tests.
2. Offer approval/denial of students choice of curriculum.
3. Offer alternatives to curriculum choices.
4. Follow up by semester to see if the student is making successful progress toward completion.

EVALUATION:

Counselor will review student records to determine success rate of students according to their chosen curriculum.

II. CAREER GOAL:

Through a developmental process each student will learn to function satisfactorily and independently in the world of work.

NEEDS STATEMENT:

Results of both individual and group needs assessment instruments used with high school students and employers revealed that many students lacked awareness of community employers and job opportunities.

OBJECTIVE 1:

After a six-weeks' unit on local business and industry organized by the counselors, ____% of the students will increase their awareness of community employers up to fifty percent (50%) by the end of the eleventh (11th) grade as indicated by a pre- and post-survey based on the Chamber of Commerce lists of business and industry in the State of Alabama.

ACTIVITIES:

1. Have employers come and speak to classes.
2. Use role-playing activities to teach students about various jobs.
3. Make use of career awareness kits.
4. Make use of State Employment Service bulletins, D.O.T. and O.O.H. materials.

5. Plan and organize field trips to areas of work.

6. Make use of educational television.

EVALUATION:

Counselors will talley results of post-survey to measure gains.

OBJECTIVE 2:

After a six-weeks' unit on career awareness and orientation to vocational education programs culminating in a field trip to the area vocational center, ____% of the junior high students will be able to identify and describe fifteen (15) types of job training offered at these schools.

ACTIVITIES:

1. Administer a pre-test on the students' knowledge of area vocational center training programs.

2. Give an explanation of the use of materials on careers and vocational skill training.

3. Make use of slides and videotape presentations.

4. Plan a field trip to area vocational centers.

5. Administer a post-survey on the students' knowledge of careers taught at area vocational centers.

EVALUATION:

Counselor will compare pre-test/post-test survey results to determine gain in knowledge.

OBJECTIVE 3:

After a six-weeks' exposure to occupational information in a career lab, ____% of the high school students will be able to fill out a work application to take a part-time job, list several skills for the type career in which they are interested, and identify the basic attitudes expected of them as a worker as indicated in the Dictionary of Occupational Titles and The Occupational Outlook Handbook.

ACTIVITIES:

1. Expose students to occupational information in a career lab.

2. Have students fill out mock job applications.

3. Have students role play job interviews.

4. Instruct students in the use of the Dictionary of Occupational Titles.

5. Instruct students in the use of the *Occupational Outlook Handbook*.

EVALUATION:

English teachers will review job applications and worker attitude statements of students.

III. PERSONAL/SOCIAL GOAL:

All students will develop to their full potential personally and socially to understand and accept themselves and others in our society.

NEEDS STATEMENT:

Results of a problem checklist needs instrument indicated the need for training in the areas of social skills development, self-acceptance and self-confidence building, and personal problem solving skills of students. Students indicated interpersonal-relationship skills as a high need priority.

OBJECTIVE 1:

After a semester of weekly small and large group sessions implemented by the counselor on personal/social adjustment, ____% of the students will be able to identify at least 10 skills needed for personal/social development as indicated by a counselor-made checklist.

ACTIVITIES:

1. The counselor will conduct small and large group activities based on personal/social development.
2. Use role-playing activities.
3. Students will use the *Interchange Program* to identify personal/social skills through small group sessions.
4. Make use of case studies, autobiographies, and home-economics materials on personal/social developmental skills and activities.

EVALUATION:

Administer a counselor-made checklist of desirable personal/social skills to determine if students can identify at least 10 desirable personal/social skills needed for good interpersonal relationships.

OBJECTIVE 2:

After a semester of small and large group sessions augmented by individual counseling by the counselor on self-concept and self-acceptance, _____% of the students will demonstrate increased self-acceptance as measured by an increase of scores on the Coopersmith Self-Esteem Inventory or other appropriate measure of self-esteem.

ACTIVITIES:

1. Administer a self-esteem inventory at the beginning of group sessions with students.
2. Explain activities to administration and gain support. Conduct group activities (small groups 3-5 members) large groups (10-15 members).
3. Students prepare a short autobiography describing self as he/she sees self and would want to be introduced to a group of people. Student completes autobiography but is not required to turn it in. Students are encouraged to discuss it privately with counselor or teacher. Students in English classes write autobiography.
4. Students are given explanations of counseling services and special relationship between student and counselor. Appointment procedure is explained. Individual counseling is offered.
5. Each meeting counselor gives each student at least one positive comment. Counselor sends one "success" letter or phone call per week to parent.
6. Potential dropout assigned a specific teacher for supportive relationship. Arrange with home economics teacher to bring in a cosmetologist to work with students on hair styling, grooming, etc.

EVALUATION:

Administer self-esteem instrument following activities at end of semester to determine score gains.

OBJECTIVE 3:

During a semester of weekly presentations of case examples, role playing situations, and student-led panel discussions, ____% of the students will be able to identify, discuss, and list at least three (3) appropriate behaviors and attitudes related to enhancing relations between family members, neighbors, students and teachers.

ACTIVITIES:

1. Provide and teach problem-solving skills through individual counseling as well as large and small group sessions on problem situations.
2. Provide case examples.

3. Use role-playing activities.

4. Organize student-led panel discussions.

EVALUATION:

Counselor will check examples of attitudes and behaviors related to enhancing relationships listed by students.

I. ENABLING OBJECTIVES

The foregoing are examples of student performance objectives where the immediate planned outcomes were improved student progress toward goal attainment. A guidance program may also need "process objectives" sometimes called enabling objectives in which the "performers" are not students but faculty, administrators, parents or community resource persons. The goal is still success of students; however, a need is identified which has to do with the support and involvement of faculty and others in the guidance program.

Goal:	Every student will develop his/her educational potential fully so that he/she will demonstrate confidence and success in his/her personal attainment.
Need Statement:	Results of counselor discussions with teachers, administrators, and parents on ways of maximinizing guidance resources showed a lack of awareness of the total guidance services and resources available to the school.
Objective:	After two, two-hour inservice presentations on the guidance program using the guidance handbook and resource speakers, the proposed guidance calendar for the year, 80% of the faculty and administration will be able to check correctly ten types of student services offered (from a list containing both factual and spurious types of services) and five types of community referral resources which guidance regularly uses.

	Activities		Evaluation
1.1	Issue handbook to entire faculty.	1.1.1	Survey of guidance services.
1.2	Use overhead projector to show goals and identified needs.	1.1.2	Plan follow-up on experience for teachers.
1.3	Counselor conducts question and answer sessions on referral services.	1.1.3	Teachers' questions decrease as students with different abilities are accepted with plans for mainstreaming.

	Activities		Evaluation
1.4	Counselor issues calendar of guidance activities including surveys, small group conference plans, tests, resource personnel and request for parental support.	1.1.4	Calendars are posted in all rooms and on the hall bulletin board.
1.5	Role play use of guidance services as teacher/ student.	1.1.5	Plan additional teacher groups
1.6	Introduce community resource panel from five agencies regularly used.	1.1.6	Discussion and open question and answer periods.
1.7	Give checklist of services provided and resources used to faculty.		

I resent your implication that I'm reluctant to change!

J. COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF __________ SCHOOL YEAR AND REPORTED TO

______________________________ COUNSELOR ______________________ SCHOOL ____________________ SYSTEM

1. GOAL (state goal): Through a developmental process each student will learn to function satisfactorily and independently in the world of work.

   2. OBJECTIVE (state objective related to goal): After a unit on career awareness and orientation to vocational education programs in county schools culminating in a field trip to the area vocational centers, 100% of the junior high students will be able to identify and describe 15 types of job training offered at these schools.

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Administer a pre test on the students' knowledge of careers	A. Yes	
B. Explain the use of materials on careers	B. Yes	
C. Use slide and videotape presentations	C. Yes	
D. Plan a field trip to area vocational centers	D. No	D. Due to proration, we were unable to spend the funds needed for the field trip
E. Administer a post test on students' knowledge of careers	E. Yes	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 4 of 5 activities related to objectives. Of three number of objectives, I have reached three.

2. There were 203 number of students actively involved in the guidance program.

3. There were 196 number of students involved in reaching the successful objectives.

4. This represents 97 % of the total enrollment in grades 9 , _____, _____, _____, _____.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF__________SCHOOL YEAR AND REPORTED TO

____________________COUNSELOR____________________SCHOOL____________________SYSTEM

1. GOAL (state goal): Personal Social - Each person will develop to his potential personally and socially to understand and accept himself and others in our society.

   2. OBJECTIVE (state objective related to goal): After small and large group sessions implemented by the counselor on personal/social adjustment, 90% of the students will be able to identify at least ten needed for personal/social development as indicated by a counselor-made checklist.

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Counselor will conduct small & large group activities based on personal/social development	A. Yes	
B. Use of role-playing activities	B. Yes	
C. Use the Interchange Program to identify personal/social development	C. Yes	
D. Administer a counselor-made checklist	D. Yes	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 4 activities related to objectives. Of three number of objectives, I have reached three .
2. There were 196 number of students actively involved in the guidance program.
3. There were 190 number of students involved in reaching the successful objectives.
4. This represents______% of the total enrollment in grades 10 ,______,______,______,______.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF __________ SCHOOL YEAR AND REPORTED TO

______________________________ COUNSELOR ______________________________ SCHOOL ______________________________ SYSTEM

1. GOAL (state goal): Educational Goal - Each student will develop to his fullest potential educationally as a continuous process

2. OBJECTIVE (state objective related to goal): After a unit on decision-making provided by the counselor, 95% of the students will increase their decision-making by a pre- and post-survey.

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Administer a pre-survey on decision-making skills	A. Yes	
B. Provide a unit on decision-making skills	B. Somewhat	B. I plan on a more affective unit next time
C. Administer a post-survey on decision-making skills	C. Yes	
D.	D.	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 3 activities related to objectives. Of three number of objectives, I have reached three.

2. There were 278 number of students actively involved in the guidance program.

3. There were 275 number of students involved in reaching the successful objectives.

4. This represents 98 % of the total enrollment in grades 9 , 10 , ______, ______, ______.

K. TYPICAL GUIDANCE CALENDAR

AUGUST

1. Registration (A)*
2. AVA Conference (A)
3. Inservice (M)
4. Student Transcript (ST) (M)

SEPTEMBER

1. Orientation of Students (A)
2. Registration (A)
3. Indent. of Disadvantage and Handicapped (A)
4. Grade reports (6 W)
5. Progress reports (6 W)-(GPR)
6. Review of student placement (6)
7. Progress Counseling (P.C.) (6 W)
8. Inservice (M)
9. S.T. (M)
10. P.T.A. (M)
11. Group Guid (GG) (M)
12. Ind. Curr. Plan (ICP) (W)
13. Staff meeting (W)
14. Student Placement (SP)
15. Consultation

OCTOBER

1. ASVAB (A)
2. Inservice (M)
3. S.T. (M)
4. P.T.A. (M)
5. GG (M)
6. ICP (W)
7. Staff Meeting (W)
8. Student Placement (SP)
9. Consult (W)
10. Objectives I, II

NOVEMBER

1. A.L.P.G.A. (A)
2. Kuder (A) Tests
3. GPR (6 W)
4. PC (6 W)
5. Inservice (M)
6. S-T (M)
7. P.T.A. (M)
8. G.C. (M)
9. I.C.P. (W)
10. Objectives III, IV

VETERANS DAY
THANKSGIVING

DECEMBER

1. Tenth Grade Voc. Orient. (A)
2. AVA (A)
3. Inservice (M)
4. S-T (M)
5. P.T.A.
6. GG (M)
7. ICP (W)
8. Staff Meeting (W)
9. Objectives V, VI

CHRISTMAS

JANUARY

1. Tenth Grade Voc. Orient.
2. Semester grades (S/A)
3. GPR (6 W)
4. P.T.A. (M)
5. Inservice (M)
6. S-T (M)
7. P.S.
8. G.G.
9. I.C.R. (M)
10. Staff Meeting
11. S.P. (W)
12. Consult

*(A) Annual Guidance Activity
(S/A) Semi-annual Guidance Activity
(6 W) Six-weeks Guidance Activity
(M) Monthly Guidance Activity
(W) Weekly Guidance Activity

FEBRUARY

1. Tenth Grade Voc. Orient.
2. Needs as for Curr plan
3. Follow-up of students
4. Inservice
5. S-T
6. P.T.A.
7. GG (M)
8. ICP (M)
9. Staff Meeting
10. S.P. (W)
11. Consult
12. Objectives VII, VIII

MARCH

1. Tenth Grade Voc. Orient.
2. Needs Assessment for Curr Plan
3. GPR
4. PC
5. Inservice
6. S-T
7. P.T.A.
8. GC
9. ICP
10. Staff Meeting

AEA WEEK

APRIL

1. CAT
2. Tenth Grade Voc. Orient.
3. Review of Annual Guid Plan
4. Needs Assessment for Curr
5. Inservice
6. S-T
7. P.T.A.
8. GC
9. ICP
10. Staff Meeting
11. GPR
12. SP (W)
13. Consult
14. P.C.
15. Objectives, IX, X

MAY

1. Career Day (A)
2. Student Needs & Det & Eval
3. Semester grades S/A
4. GPR
5. P.C.
6. Inservice
7. S-T
8. P.T.A.
9. GC
10. ICP
11. Staff Meeting
12. S.P. (W)
13. Consult

JUNE

1. Make annual report and evaluation of guidance program.

JULY

L. ACTIVITIES OF A SECONDARY SCHOOL COUNSELOR BY MONTH

Following is a sample of activities for which a secondary school counselor is responsible throughout the school year:

I. August

- A. Utilize test results for curriculum diagnostic purposes.
- B. Assemble a follow-up study of employment and/or post-graduate education opportunities of graduates.
- C. Administer a budget for guidance services for the upcoming year.
- D. Refer to appropriate agencies those students having special needs and abilities.
- E. Process personal folders for all students, giving careful consideration to incomplete test data.
- F. Report any pertinent test data or research information to faculty and principal.
- G. Keep occupational and educational files in the guidance office up to date. Maintain useable and attractive files and make them easily available to students.
- H. Prepare and assist in preparing bulletin boards and displays related to guidance services.
- I. Supply the library and individual teachers with special occupational or educational material.
- J. Make a final check on credits for seniors.
- K. Take part in special education placement.
- L. Plan school guidance program for the year.
- M. Attend counselor in-service meetings.

II. September

- A. Attend appropriate testing workshop(s) and administer the State Testing Program.
- B. Plan orientation for California Testing.
- C. Begin follow-up of recent graduates, contacting each individual and completing request letters to schools and colleges concerning first-term grades.
- D. Make arrangements for Armed Services Testing for juniors and seniors to be done in the school during the school year.
- E. Complete plans for College and Career Day Observance.
    - 1. Hold group guidance activities in areas of educational and vocational planning and personal/social development such as College Day, Career Day, special assemblies, orientation, homeroom activities, etc.
    - 2. Visit schools of higher education in the local area to become more familiar with unique opportunities offered to graduates.
- F. Meet with teachers to discuss individual pupil problems and cooperate in identifying all underachievers and gifted students to plan suitable instruction.
- G. Attend counselor in-service meetings.
- H. Implement Criterion Reference Testing.
- I. Provide new student articulation and orientation.
- J. Attend curriculum development meetings.

K. Attend faculty in-service meetings and add input about guidance.
L. Attend PTA meetings.
M. Take part in Special Education Placement.
N. Give lists of all students with physical disabilities to the proper school personnel and make referrals.
O. Plan group and individual counseling sessions.
P. Plan parent study groups.
Q. Administer a pre-survey on educational goals.
R. Process records.
S. Attend faculty meetings.
T. Have appropriate students register for the ACT.

III. October

A. Complete list of physical disabilities of any student and make available to all school personnel.
B. Set up date for NEDT testing in grades 7-10.
C. Make arrangements for GATB testing for interested students.
D. Hold conferences with failing students.
    1. Identify and hold personal interviews with potential school dropouts.
    2. Pay careful attention to students with unusual attendance patterns, providing teachers with any information which might be useful in meeting any special needs of a student.
E. Discuss school guidance plans with principal and teachers.
F. Conduct group guidance activities.
G. Hold group conferences with seniors about scholarships, national examinations and college, employment opportunities, and post-high school training.
H. Orient eleventh grade students for PSAT/NMSQT.
I. Attend Financial Aid Workshop.
J. Write quarterly report.
K. Attend area in-service meetings.
L. Remind students to take the ACT and SAT tests on appropriate Saturdays during the month.
M. Attend counselor in-service meetings.
N. Evaluate the progress made for the opening of school.
O. Take part in Special Education Placement.
P. Attend PTA meetings.
Q. Attend faculty meetings.
R. Plan group and individual counseling sessions.
S. Update information in area center.
T. Process records.
U. Conduct parent study groups.
V. Conduct role playing of careers.
W. Instruct students in the use of the Dictionary of Occupational Titles and The Occupational Outlook Handbook.

IV. November

A. Schedule any make-up group tests.
B. Conduct group guidance activities.
C. Attend any guidance workshops.
D. Send letters to parents of seniors who failed a subject at the second grading period, and schedule necessary conferences.
E. Conduct College and Career Night activities.
F. Attend Alabama Personnel and Guidance Association.
G. Administer the Differential Aptitude Test.
H. Help appropriate students register for the ACT.
I. Remind students to take the SAT test on appropriate Saturday during the month.
J. Attend PTA meeting.
K. Take part in Special Education Placement.
L. Make appropriate referrals.
M. Administer COPS interest survey.
N. Administer a post-survey on educational goals.
O. Evaluate progress of program.

V. December

A. Relay to school personnel any information regarding the educational strengths and weaknesses of students and graduates that can be obtained from employers and college admission directors.
B. Work with freshmen on course selection for next year through the use of small group counseling.
C. Set up registration program from the master schedule of classes for next year by working with students in the processing of registering themselves in a college-style registration in the spring of the school year.
D. Help with administration of Armed Services Testing.
E. Review student folders.
F. Make use of educational television on career interests.
G. Plan group sessions on personal and social goals.
H. Process records.
I. Conduct parent study groups.
J. Attend faculty meetings.
K. Take part in Special Education Placement.
L. Attend PTA meetings.
M. Attend counselor in-service meeting.
N. Remind students of the ACT and SAT tests to be taken on appropriate Saturdays during the month.
O. Evaluate progress of the first semester.

VI. January

A. Counsel with students who may need curriculum adjustments for the second semester.
B. Interpret PSAT and NEDT scores to the appropriate students.
C. Make appointments with seniors failing any subjects and notify their parents.
D. Turn in quarterly report.

January (continued)

E. Attend area in-service meeting.
F. Help appropriate students register for the ACT.
G. Remind students of the SAT test on the appropriate Saturday during the month.
H. Attend PTA meeting.
I. Process records.
J. Conduct parent study groups.
K. Attend curriculum development meeting.
L. Survey business for employment activities.
M. Process applications for seniors planning to attend college.
N. Evaluate progress of program.

VII. February

A. Continue group guidance activities.
B. Make interest tests available to older students.
C. Process applications for post-high school educational institutions and talk with representatives from the schools.
D. Begin group conferences with students who will be coming into a new school setting from the feeder schools paying special attention to curriculum change.
E. Remind students of ACT test on appropriate Saturday during the month.
F. Attend counselor in-service meeting.
G. Attend PTA meeting.
H. Attend faculty meeting.
I. Take part in Special Education Placement.
J. Make necessary referrals.
K. Process records.
L. Conduct parent study groups as well as group and individual counseling sessions.
M. Prepare a career slide presentation.
N. Take part in faculty in-service meeting.

VIII. March

A. Secure recommendations from teachers on pupil eligibility for certain subjects next year.
B. Complete plans for orientation in feeder schools.
C. Complete follow-up of last year's graduates.
D. Hold group meetings with eleventh grade students explaining CEEB, ACT, and GATB and requirements for the senior year regarding unit credits, etc.
E. Contact parents of seniors who failed a subject at the end of the fourth six-weeks' period.
F. Hold conferences with students who failed.
G. Have proper students register for ACT.
H. Remind students of SAT test on appropriate Saturday during the month.
I. Take part in Special Education Placement.
J. Attend PTA meeting.

March (continued)

K. Attend faculty meeting.
L. Make use of educational television on careers.
M. Conduct parent study groups.
N. Make appropriate referrals.
O. Conduct individual and group guidance activities.
P. Process records.
Q. Evaluate progress of program.

IX. April

A. Hold orientation and pre-registration with students in feeder schools.
B. Register current students for next year.
C. Review registration process.
D. Take inventory of career center and process necessary material.
E. Administer CAT testing.
F. Attend American Personnel and Guidance Association.
G. Process senior information sheets to be used for recommendation after graduation.
H. Make quarterly report.
I. Attend area in-service meeting.
J. Remind proper students of ACT test to be given on the appropriate Saturday in the month.
K. Attend counselor in-service meeting.
L. Attend PTA meeting.
M. Take part in Special Education Placement.
N. Attend faculty meeting.
O. Make appropriate referrals.
P. Process records.
Q. Prepare career slide presentation.

X. May

A. Interview all students with failures and recommend summer school.
B. With guidance committee, evaluate year's work and make recommendations for next year.
C. Evaluate the year's work.
D. Document tenth month of work.
E. Aid in job placement for students.
F. Plan field trip to area vocational school.
G. Check credits and other information on graduating seniors.
H. Check credits for those promoted and retained.
I. Utilize test results for diagnostic purposes in the fall.
J. Review and update the Student Handbook.
K. Conduct individual and group counseling sessions.
L. Attend faculty meeting.
M. Process records.
N. Take part in Special Education Placement.
O. Conduct parent study group.
P. Make appropriate referrals.
Q. Remind students to register for ACT test and to take SAT test on appropriate Saturday in the month.

XI. June

- A. Review folders of students.
- B. Get records of new students from feeder schools.
- C. Inventory vocational information and bring files up to date on occupational information.
- D. Inventory forms and get all supplies in stock.
- E. Review student handbook on curriculum, dress, rules and regulations, etc., making necessary changes and have them printed.
- F. Update informational resource center for post high school education.
- G. Provide information relating subjects to job opportunities for appropriate teachers in their subject area.
- H. Survey businesses and industries to help in determining fulltime employment for graduates and summer employment for undergraduates.
- I. Complete the registration process.
    - 1. Check credits with the promoted and retained lists.
    - 2. Update credits for those who attended summer school.
    - 3. Change schedules as necessary for credit changes.
    - 4. Balance all classes as to number of students in each class in accordance with Southern Association Accreditation.
- J. Make Annual Report and Evaluation.
- K. Remind students of SAT and ACT test on appropriate Saturday in the month.
- L. Attend counselor in-service meeting.
- M. Attend principal/counselor workshop.
- N. Take part in Special Education Placement.
- O. Attend faculty meetings.
- P. Make appropriate referrals.
- Q. Conduct individual and group counseling sessions.
- R. Conduct parent study groups.
- S. Institute a needs assessment for the budget to be made in the fall.

M. JOB DESCRIPTION

TITLE: School Counselor

The school counselor is a caring person dedicated to the idea that teachers, adults, and parents should provide opportunities for students to experience better understanding of themselves, their environments and the relationship between them. This person is accepting while allowing individuals to fully develop their educational, personal-social and career potentials.

QUALIFICATIONS:

1. Eligibility for a Class A or Class AA Counseling and Guidance Professional Certificate

2. Two years of appropriate professional experience, at least one of which must be in teaching

3. Eligibility for a Class B professional teacher's certificate

4. Such alternative or additional qualifications as the Board may find acceptable and appropriate, i.e., resource person, coordinator, consultant, group leader, etc.

Note: Persons who begin graduate study in a counseling and guidance program on June 1, 1979, and thereafter will, upon completion of the program, receive a Class A certificate which is valid for eight years and which is not renewable. Further certification requires at least three years of successful experience in the instructional support field and satisfactory completion of a year of advanced study in the field.

REPORT TO:

Report to specified supervisor of guidance services (see line and staff chart pages 126, 127, and 128.)

JOB GOALS:

1. To assist students in educational development so that (s)he makes the maximum use of individual abilities, aptitudes and skills by pursuing courses of study best suited to his/her needs

2. To provide services for personal-social development so that identification of students' intellectual, emotional, social, physical characteristics, talents, learning difficulties, etc. use all available resources to meet needs of students prior to their leaving the school in which they are enrolled

3. To counsel students relative to career development including educational programs they pursue, the vocations for which they train and enter, as well as, the job opportunities in various fields so that they may make necessary adjustments towards achievement of satisfying career goals.

PERFORMANCE RESPONSIBILITIES:

Orientation

1. To assist in orientation of both parents and students about the school in both written and verbal forms.

2. To assist in self-awareness.

3. To offer information services.

4. To assist students in course selection. (Middle and Senior High School, also Elementary/Kindergarten).

Counseling

1. To assist the students through the articulation process, to fit their subjects into a systematic whole, so that they can avoid unnecessary duplication of courses on ineffective scheduling.

2. To assist in overcoming handicaps.

3. To provide information concerning referral services and assist in making appointments.

4. To provide individual and group counseling.

5. To assist students in developmental guidance.

Records

1. To assist in maintaining adequate student records in accordance with federal and state regulations and local school policy.

2. To assist in the assessment of the educational attainment, progress and aptitude of students.

3. To provide follow-up information to facilitate curriculum revision.

4. To offer information services.

Curriculum

1. To make recommendations for curriculum improvement.
2. To provide follow-up information to facilitate curriculum revision.
3. To assist in the assessment of the educational attainment, progress and aptitude of students.
4. To offer information services.

Placement and Follow-up Studies

1. To make placement data available to parents, students, and faculty.
2. To assist students in course selection. (Middle and Senior High School, also Elementary/Kindergarten.)
3. To provide employment information and guidance of students' career plans.
4. To assist in referral and/or placement in school or job settings at all educational levels.
5. To provide information concerning referral services and assist in making appointments.
6. To assist in maintaining adequate student records in accordance with federal and state regulations as well as local school policy.
7. To assist in the articulation between the last school attended by the entering student and the school he is entering.

Testing

1. To assist in the assessment of the educational attainment, progress and aptitude of students.
2. To assess career interests and aptitudes and/or assist in career awareness.

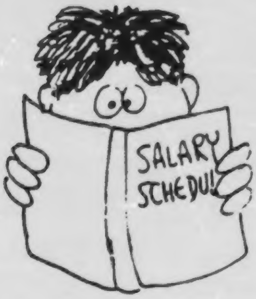
Professional Growth and Development

1. To consult with parents, teachers, and administrators concerning special needs of students.

Professional Growth and Development (continued)

2. To plan and evaluate the guidance services.
3. To meet on a regular basis to coordinate the guidance services and to provide for professional development.
4. To provide assistance in reducing sex stereotyping through publications and guidance.
5. To train paraprofessionals/teachers/administrators/students and provide self-development for guidance personnel.

Each category in this section includes performance duties of the guidance counselor. (See total listing on pages 91, 92, and 93.)



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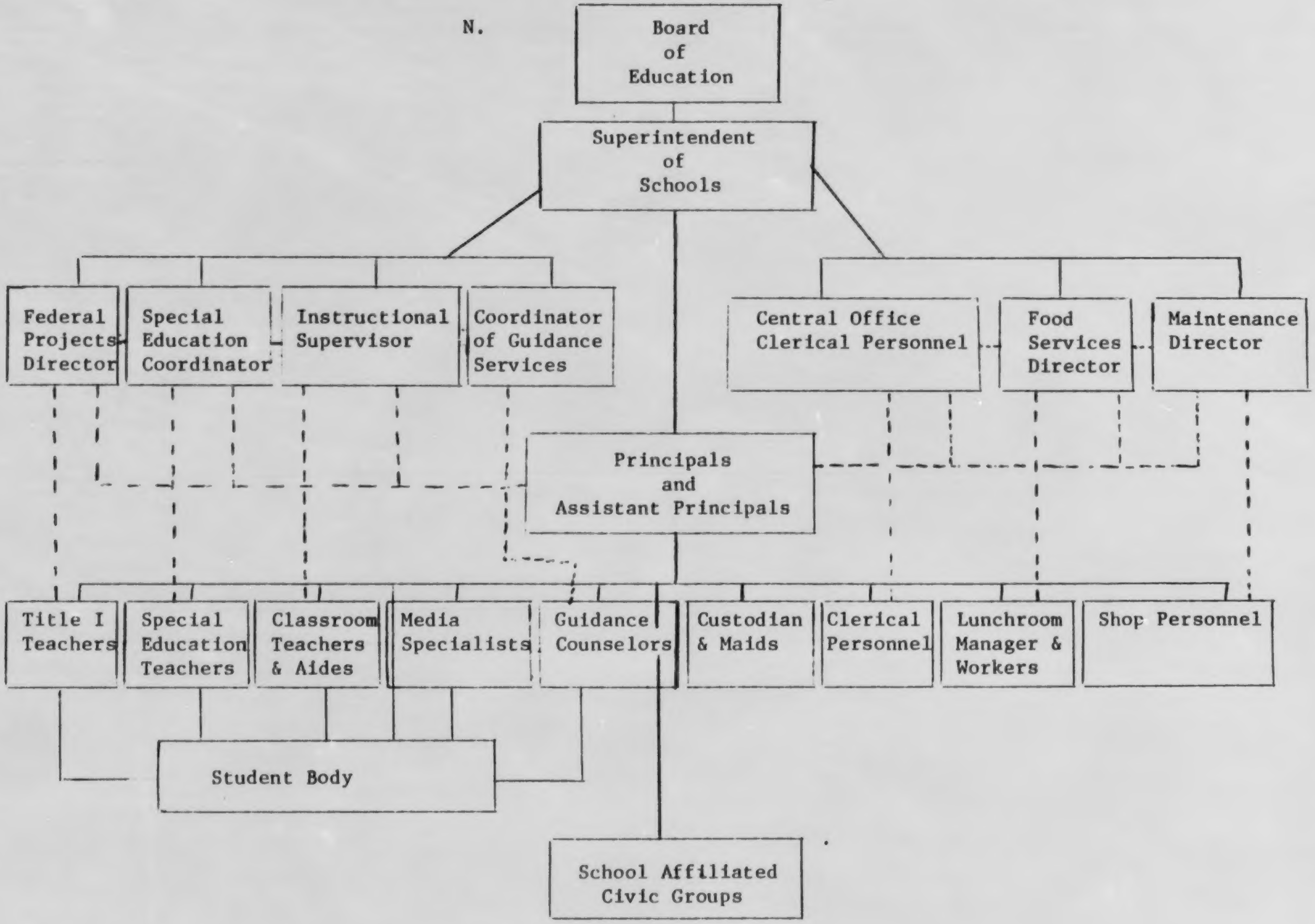
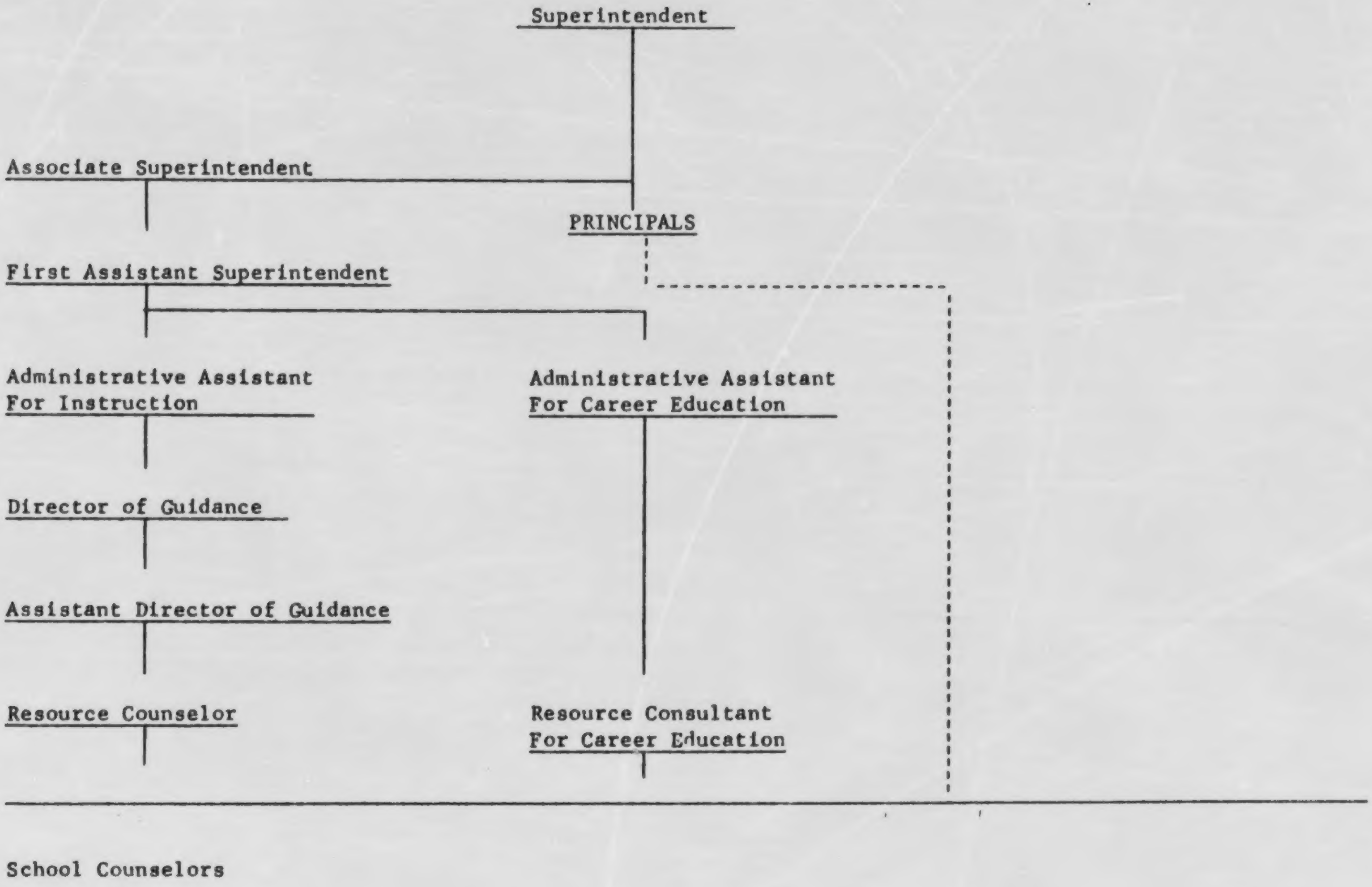

Board of Education
Superintendent of Schools
Federal Projects Director
Special Education Coordinator
Instructional Supervisor
Coordinator of Guidance Services
Central Office Clerical Personnel
Food Services Director
Maintenance Director
Principals and Assistant Principals
Title I Teachers
Special Education Teachers
Classroom Teachers & Aides
Media Specialists
Guidance Counselors
Custodian & Maids
Clerical Personnel
Lunchroom Manager & Workers
Shop Personnel
Student Body
School Affiliated Civic Groups

________ Direct lines of authority and responsibility

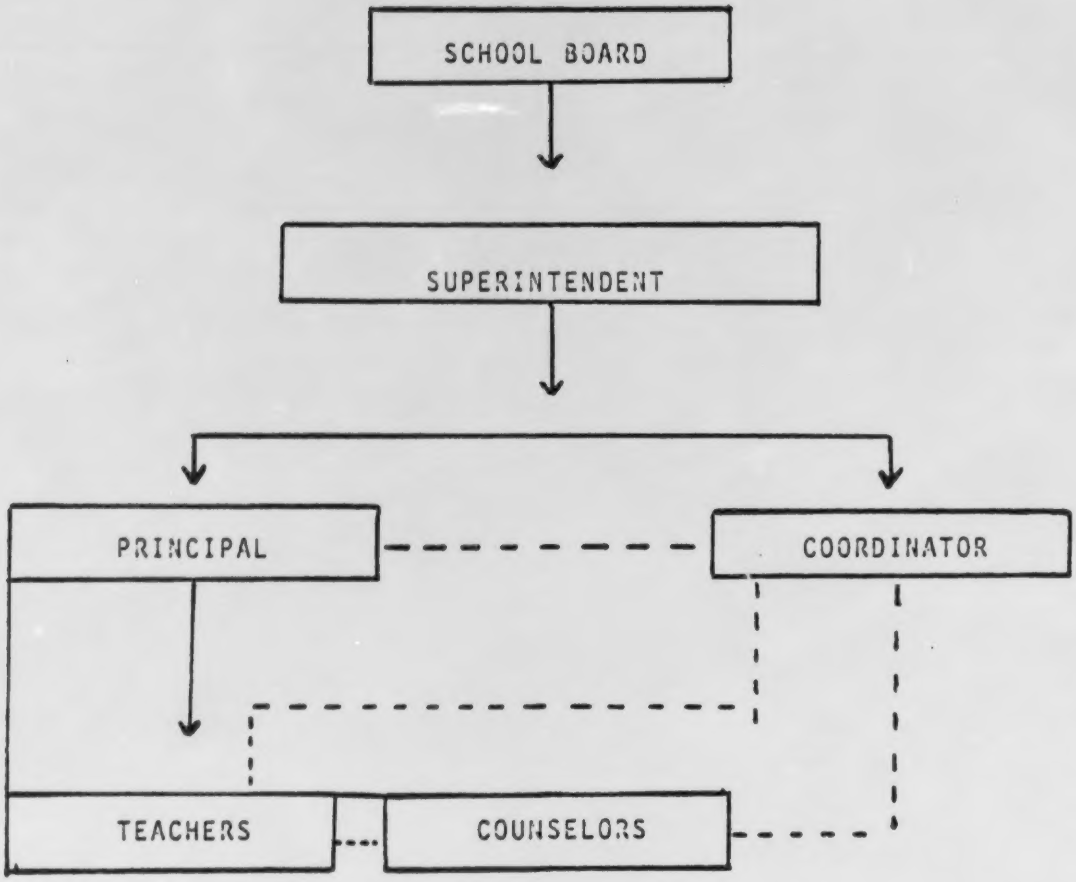
---------- Lines of communication and/or supervision

GUIDANCE ORGANIZATION CHART


Superintendent
Associate Superintendent
PRINCIPALS
First Assistant Superintendent
Administrative Assistant For Instruction
Administrative Assistant For Career Education
Director of Guidance
Assistant Director of Guidance
Resource Counselor
Resource Consultant For Career Education
School Counselors

GUIDANCE ORGANIZATION CHART FOR
LARGE COUNTY BOARD OF EDUCATION

GUIDANCE ORGANIZATIONAL CHART FOR
SMALL CITY SCHOOL


SCHOOL BOARD
SUPERINTENDENT
PRINCIPAL
COORDINATOR
TEACHERS
COUNSELORS

- - - - - - Lines of Communication

____________ Lines of Authority

FIVE: APPENDIX

APPENDIX

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APPENDIX A

NAME: ______________________________ SCHOOL: ________________________
GRADE: _____________________________ DATE: __________________________

MIDDLE, JUNIOR HIGH SCHOOL
GUIDANCE SERVICES NEEDS ASSESSMENT SURVEY

By participating in this needs assessment survey, you can help us plan school and community activities that will better serve you. What is a need? Needs are requirements we all have for a full, happy, and meaningful life. They range from needs for food and sleep to needs for social, educational, and personal development. Our needs differ from each other in the degree in which we feel them; some needs are strong, others weak. Some of our needs are being met, totally or partially, in a variety of ways; at home, or through school, church, or friends. Other needs are perhaps not being met at all.

Please read the directions before responding to the survey items, if you have any questions, ask your teacher.

DIRECTIONS:

1. First read the item and consider it carefully.
2. If you decide you have no need, blacken "A" on the answer sheet and proceed to the next item. Do not check any other answers for that item.
3. If you decide you have a need, blacken "B" or "C." If you blacken "B" or "C," be sure to blacken "D" or "E."

EXAMPLES:

ITEM	A	B	C	D	E
I NEED:	No Need	A Moderate Need	A Strong Need	The Need Is Partially Being Met	The Need Is Not Being Met
A. To wear glasses. (Note: Because the answer is NO NEED, all other responses are left blank. Blacken A)					
B. To breathe cleaner air. (Note: This example shows a STRONG NEED that is only partially being met. Blacken C and D)					

PLEASE PROCEED TO THE REMAINING ITEMS, AND MARK YOUR ANSWERS ON THE ANSWER SHEET

I NEED:

1. To know more about my abilities, interests, and other characteristics.
2. To understand, accept, and like myself better.
3. To develop more confidence in myself.

4. To understand how my feelings affect my behavior.
5. To be more accepting of my physical appearance.
6. To set goals in life.
7. To learn better to tell others how I feel.
8. To be a better listener and respond better to others.
9. To state my own views.
10. To understand teachers better.
11. To understand people older than myself.
12. To become more accepting of others.
13. To build trusting relationships with others.
14. To have someone listen to me when I have problems.
15. To know how to get along better with my family.
16. To have better relationships with teachers.
17. To have better relationships with other students.
18. To know how to get along better with members of the other sex.
19. To develop more friendships with both sexes.
20. To understand my religious beliefs more clearly.
21. To understand more about sex and love.
22. To understand my values and the use/abuse of drugs, including alcohol.
23. To become more tolerant of persons whose views differ from mine.
24. To know more about my strengths and weaknesses.
25. To understand better my standardized test scores.
26. To understand what I can realistically achieve.
27. To know how to assess and evaluate my goals.
28. To learn how to make decisions.
29. To learn ways to adapt to a changing world.
30. To understand the impact of my sex on my career choice.
31. To understand the changing roles and expectations of men and women.
32. To select more school courses by myself.

33. To know more about graduation requirements.

34. To find more courses relevant to my future.

35. To receive more help in selecting courses.

36. To find courses which are appropriate to my educational needs.

37. To know how to prepare for careers in which I am interested.

38. To know how the courses I am taking relate to my career plans.

39. To know about financial aids for continuing education beyond graduation.

40. To become more aware of educational alternatives after graduation.

41. To become aware of career training offered in my high interest areas.

42. To understand the impact of work on my life.

43. To know how the things that are important to me affect my career choice.

44. To know more about possible careers and the world of work.

45. To talk with people employed in my high interest areas.

46. To get some on-the-job experience in my high interest areas.

47. To do an in-depth exploration of jobs which relate to my interests and abilities.

48. To have actual on-the-job experience to know what it is like to be employed.

49. To know how important people influence my career choice.

50. To develop career plans and goals.

51. To talk to a counselor about my career plans.

52. To have my parents involved in my career plans and to talk more with my parents about my career plans.

53. To know what jobs are available locally.

54. To know where and how to start looking for a job.

55. To know how to apply and interview for jobs.

56. To have help to obtain part-time and/or summer work.

57. To know more about job opportunities in my high interest areas.

58. To get to know my counselor/advisor better.

59. To talk about personal concerns with a counselor.

60. To become more fully aware of the guidance and counseling services.

61. To improve study skills.

62. To know where to get academic help.

63. To know where to get help with pressing personal problems.

LIST BELOW ANY ADDITIONAL NEEDS YOU FEEL ARE IMPORTANT TO YOU AND THE DEGREE TO WHICH THEY ARE BEING MET.

64.

65.

66.

67.

68.

69.

70.

NAME ________ LAST FIRST MIDDLE ________ DATE ____________ AGE ______ SEX ______ M OR F DATE OF BIRTH ____________

SCHOOL ____________ CITY ____________ GRADE OR CLASS ____________ INSTRUCTOR ____________

NAME OF TEST ____________ PART ____________ 1 ____________ 2 ____________

DIRECTIONS: Read each question and its lettered answers. When you have decided which answer is correct, blacken the corresponding space on this sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines. If you change your mind, erase your first mark COMPLETELY. Make no stray marks; they may count against you.

SAMPLE

1 CHICAGO is

1-A a country 1-D a city

1-B a mountain 1-E a state

1-C an island

1 A B C D E

SCORES

1 ____________ 5 ____________

2 ____________ 6 ____________

3 ____________ 7 ____________

4 ____________ 8 ____________

IDENTIFICATION NUMBER

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

1	A B C D E	2	A B C D E	3	A B C D E	4	A B C D E
5	A B C D E	6	A B C D E	7	A B C D E	8	A B C D E
9	A B C D E	10	A B C D E	11	A B C D E	12	A B C D E
	A B C D E	14	A B C D E	15	A B C D E	16	A B C D E
17	A B C D E	18	A B C D E	19	A B C D E	20	A B C D E
21	A B C D E	22	A B C D E	23	A B C D E	24	A B C D E
25	A B C D E	26	A B C D E	27	A B C D E	28	A B C D E
29	A B C D E	30	A B C D E	31	A B C D E	32	A B C D E
33	A B C D E	34	A B C D E	35	A B C D E	36	A B C D E
37	A B C D E	38	A B C D E	39	A B C D E	40	A B C D E
41	A B C D E	42	A B C D E	43	A B C D E	44	A B C D E
45	A B C D E	46	A B C D E	47	A B C D E	48	A B C D E
49	A B C D E	50	A B C D E	51	A B C D E	52	A B C D E
53	A B C D E	54	A B C D E	55	A B C D E	56	A B C D E
57	A B C D E	58	A B C D E	59	A B C D E	60	A B C D E
61	A B C D E	62	A B C D E	63	A B C D E	64	A B C D E
65	A B C D E	66	A B C D E	67	A B C D E	68	A B C D E
69	A B C D E	70	A B C D E	71	A B C D E	72	A B C D E
73	A B C D E	74	A B C D E	75	A B C D E	76	A B C D E
77	A B C D E	78	A B C D E	79	A B C D E	80	A B C D E
81	A B C D E	82	A B C D E	83	A B C D E	84	A B C D E
85	A B C D E	86	A B C D E	87	A B C D E	88	A B C D E
89	A B C D E	90	A B C D E	91	A B C D E	92	A B C D E
93	A B C D E	94	A B C D E	95	A B C D E	96	A B C D E
97	A B C D E	98	A B C D E	99	A B C D E	100	A B C D E
101	A B C D E	102	A B C D E	103	A B C D E	104	A B C D E
105	A B C D E	106	A B C D E	107	A B C D E	108	A B C D E
109	A B C D E	110	A B C D E	111	A B C D E	112	A B C D E
113	A B C D E	114	A B C D E	115	A B C D E	116	A B C D E
117	A B C D E	118	A B C D E	119	A B C D E	120	A B C D E
121	A B C D E	122	A B C D E	123	A B C D E	124	A B C D E
	A B C D E	126	A B C D E	127	A B C D E	128	A B C D E
	A B C D E	130	A B C D E	131	A B C D E	132	A B C D E
133	A B C D E	134	A B C D E	135	A B C D E	136	A B C D E
137	A B C D E	138	A B C D E	139	A B C D E	140	A B C D E
141	A B C D E	142	A B C D E	143	A B C D E	144	A B C D E
145	A B C D E	146	A B C D E	147	A B C D E	148	A B C D E
149	A B C D E	150	A B C D E				

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APPENDIX B

NEEDS ASSESSMENT GUIDANCE SURVEY
TEACHER QUESTIONNAIRE

Circle the duties which you feel a guidance counselor should perform.

1. Counsel individuals and groups of children
2. Provide an opportunity for children to confer with a professionally trained counselor in a comfortable, nondisciplinary and private atmosphere to talk over matters which are important to them.
3. Assist teachers in developing guidance skills.
4. Help teachers see underlying causes of outward behavior of children and to work towards alleviating causes and symtoms.
5. Help teachers confere with parents, understand their concern, and interpret to them the school program and the child's progress.
6. Assist teachers in guiding children to make appropriate decisions.
7. Show teachers how to collect and interpret behavioral data about a student or group of students.
8. Observe individual children or groups of children within the school setting to help evaluate behavior.
9. Assist in diagnosing learning problems that have been referred and help the teacher, child, and parent develop a remedial program if needed.
10. Confer with parents to help identify, recognize, and solve children's problems.
11. Assist in evaluation.
12. Use test results to evaluate the total instructional program.
13. Assess the aptitudes and weaknesses of individual pupils in relation to existing instructional program.
14. Evaluate a child's progress to determine if his placement in an educational program best facilitates his learning.
15. Examine guidance activities and work with the principal in improving their effectiveness.
16. Act in supportive role to the teachers as they work with children.
17. Recognize and identify exceptional children and take appropriate recommending action.
18. Help school personnel and parents increase their understanding of children.
19. Help them understand the normal characteristics, relationships, and attitudes of children.
20. In the spring prepare the children for the next higher grade or school by group discussions and visits.
21. Make observations and write anecdotal records on pupils selected for study.
22. Analyze the instructional implications of ability and achievement test results.
23. Use group test results for diagnostic purposes.
24. Analyze cumulative record information to better understand the children.
25. Help children develop the attitude that all honest occupations are worthy of respect.
26. Identify and refer children to the school psychologist.
27. Identify and refer children for psychiatric help.
28. Identify and refer children to community agencies.
29. Refer children to be screened for special classes for the gifted or for slow learners.
30. Have individual conferences with children who are not achieving well in school.
31. Seek background information about children prior to counseling.
32. Schedule individual conferences for children in which they may discuss matters of concern or interest.
33. Use counseling to help children in their normal development.
34. Provide individual counseling for those children presenting learning or adjustment problems.

35. Discuss referral sources and procedures with the staff.
36. Consult with teachers regarding the development of a child.
37. Help teachers cope with children who present learning or adjustment problems.
38. Make recommendations for curriculum change.
39. Conduct parent conferences to discuss children who are experiencing academic difficulty.
40. Conduct parent conference to discuss children who exhibit social or emotional problems in school.
41. Consult with parents regarding the development of their child.
42. Conduct parent conferences to discuss a home or family problem which is affecting the child's school adjustment.
43. Conduct parent conferences to discuss help needed by their child in terms of a special class or agency referral.
44. Provide counseling for parents who wish it if the family problem is affecting the child's school adjustment.

APPENDIX C

NEEDS ASSESSMENT GUIDANCE SURVEY
PARENT SECTION

This survey is for the purpose of collecting information which will be helpful to the guidance program in your school. You and the other parents are asked to give the information which is needed. A study will be made on how the total group answers each question or statement. Please read the question or statement carefully and answer according to your true opinion. Your answers will give information on how the school can be of better help to parents.

NOTE: Each of the following statements asks for information which is important. Please answer with either a "Yes" or "No" answer. If you are unsure, mark in the "?" column.

	YES	?	NO
1. If your child were having problems in class, you might suggest that he/she talk to the counselor.	___	___	___
2. Counselors can help your child work with teachers.	___	___	___
3. If your child had personal problems, he might talk to the counselor.	___	___	___
4. The counselor should report to you when your child is referred to him by a teacher.	___	___	___
5. If there is a problem, the counselor should help your child adjust to school.	___	___	___
6. My child looks forward to going to school each day.	___	___	___
7. The counselor should tell your child what to do.	___	___	___
8. The counselor should give your child suggestions and let him/her choose what he/she wishes to do.	___	___	___
9. The counselor should give you suggestions and let you choose what you wish.	___	___	___
10. The counselor should keep your confidence.	___	___	___
11. The counselor should keep your child's confidence.	___	___	___
12. The counselor should respect the decisions of you and your child.	___	___	___
13. The counselor has the right to expect you and your child to carry out responsibilities the three of you agree on.	___	___	___
14. The counselor should set up conferences with parents and other school personnel.	___	___	___
15. The counselor should explain test results in a way parents can understand.	___	___	___

	YES	?	NO
16. The counselor should help you understand your child's social and physical developmental needs.	___	___	___
17. You would talk to the counselor if you did not understand a school rule.	___	___	___
18. You would feel more comfortable discussing your problems with the counselor and a group of parents.	___	___	___
19. You would feel more comfortable discussing your problems with the counselor alone.	___	___	___
20. Have you been adequately informed regarding the Guidance Program in your school?	___	___	___
21. Have you ever met with the school counselor?	___	___	___
22. I feel that my child's school should have a counselor.	___	___	___
23. Has a teacher ever suggested that you talk with a counselor about your child?	___	___	___
24. Can you see what is in your child's records?	___	___	___
25. Do you know what is in your child's records?	___	___	___
26. I discuss my child's school work with him/her.	___	___	___
27. I would like a guidance services information program so I might better understand the role of the counselor.	___	___	___
28. What services would you like to have a counselor provide?			

APPENDIX D

PARENT QUESTIONNAIRE

		My child needs:	No Need	Weak Need	Moderate Need	Strong Need
I.	1.	To know more about his/her abilities and interests.				
	2.	To develop a better self-concept				
	3.	To accept responsibility for his/her behavior.				
	4.	To talk to the counselor about personal/social concerns.				
	5.	To know how to cope with family problems.				
	6.	To understand more about sex, love, and peer relationships.				
	7.	To develop and clarify values.				
	8.	To understand the dangers of drugs and alcohol.				
	9.	To learn how to make decisions.				
	10.	To set goals in life.				
II.	1.	To understand the impact of work on life.				
	2.	To know more about careers and the world of work.				
	3.	To know how to prepare for careers.				
	4.	To know how interests and aptitudes affect career choice.				
	5.	To know how important people influence career choices.				
	6.	To develop career plans and goals.				
III.	1.	To develop better study skills.				
	2.	To develop a better attitude toward teachers and school.				
	3.	To understand how attendance affects grades.				
	4.	To receive tutoring.				
	5.	To be a better listener.				
	6.	To be tested for academic aptitude.				
	7.	To talk to the counselor about educational concerns.				
	8.	To develop educational goals.				
	9.	To know how to make better grades.				

Comments: ____

____

____

____

APPENDIX E

MISSOURI STUDENT NEEDS SURVEY
EMPLOYERS SECTION

Name of School ______________________________

Please indicate in space below the nature of your business. (Hospital, Restaurant, Men's Clothing, Supermarket, etc.) ______________________

Please indicate your position. (Owner, Manager, Foreman, etc.) ______________

Please answer Yes or No to each statement given below. Use the column marked N.A. (Not Apply) only if the question does not in any way apply to your type of business. Use attached sheet for comments you feel are necessary.

	YES	NO	NA
1. Is the instruction provided in the school related to the needs of the students for success on the job with your firm or company?	○	○	○
2. Do the jobs held by students or recent graduates in your organization offer a chance for promotion or advancement?	○	○	○
3. Is there a need for the student to have a more thorough general education in terms of basic Math, English usage, etc?	○	○	○
4. Are the student employees in your organization adequately prepared to do the job for which they were hired? If not, please comment on attached sheet.	○	○	○
5. Would you prefer that a student receive specialized training at the high school level for employment in your organization, rather than a basic general education?	○	○	○
6. Does the high school student have respect for fellow employees?	○	○	○
7. Does the high school student have respect for supervisory personnel?	○	○	○
8. Do student employees have good work attitudes and work habits? Comment if necessary	○	○	○
9. Is grooming and personal appearance among school age employees important to your firm or company? If so, how? Use attached sheet for comments	○	○	○
10. Are hair styles and dress major factors to be considered when hiring female employees?	○	○	○
11. Are hair styles and dress major factors to be considered when hiring male employees?	○	○	○
12. Are high school students willing to accept responsibility readily?	○	○	○
13. Do the high school students have the necessary competencies to correctly fill out job application forms accurately and completely?	○	○	○
14. Should the high school student receive more training and instruction regarding punctuality, reliability, accuracy, etc?	○	○	○
15. Is the training received at the high school level related to existing career opportunities that offer possible promotion and advancement?	○	○	○
16. Have you ever been consulted concerning the training, skills, attitudes, etc., which should be taught in high school to make youth better employees?	○	○	○
17. Do you feel that business and industry should be contacted concerning the type of training provided?	○	○	○
18. Would you as a representative of your firm be willing to serve on an advisory committee concerning the needs of youth in your community relating to training received in business education, trade and industrial, agriculture, etc?	○	○	○
19. In general, do the students who you interview or employ seem to want to do the type of work for which they are applying?	○	○	○
20. In general, do the students who you employ seem to want to engage in the activities required for success in your company?	○	○	○
21. Do the students have a realistic concept of what is required of a beginner in the job for which they are applying?	○	○	○
22. Most who apply seem reasonably well prepared for entry level employment and we employ them as openings occur	○	○	○
23. We have employed a number, but find they need additional education and/or training before they perform satisfactorily	○	○	○
24. We have found it inadvisable to employ them except for unskilled jobs	○	○	○
25. The nature of most entry jobs in our firms is such that they are virtually unemployable because of a lack of occupational education and training	○	○	○

APPENDIX F

NEEDS CATEGORY CLASSIFICATION

The second step in establishing the priority of student needs is to translate the Needs Assessment Survey items and data into meaningful and manageable categories. Seventeen such categories were identified by the River City Guidance Committee. Individual Needs Survey items were assigned on a logical basis to each category and the response data were translated to determine categorical, as well as item, priority. Some items were used in more than one category because of the overlapping characteristics of the items.

The 17 categories and the support items were classified and tabulated.

Classification

Category 1: UNDERSTANDING AND ACCEPTING SELF
Item 1: To understand my abilities, interests, and other characteristics.
Item 2: To understand, accept, and like myself better.
Item 3: To develop confidence in myself.
Item 4: To understand how my feelings affect my behavior.
Item 5: To be more accepting of my physical appearance.

Category 2: DEVELOPING RESPONSIBILITY FOR SELF
Item 6: To set my goals in life.
Item 7: To learn to tell others how I feel.
Item 8: To be a better listener and respond better to others.
Item 9: To state my own views.

Category 3: UNDERSTANDING OTHERS
Item 10: To better understand teachers.
Item 11: To better understand people older than me.
Item 12: To become more accepting of others.
Item 13: To build trusting relationships with others.
Item 8: To be a better listener and respond better to others.

Category 4: BEING UNDERSTOOD BY OTHERS
Item 14: To have someone listen to me when I have problems.
Item 15: To know how to get along with my family.
Item 7: To learn to tell others how I feel.
Item 59: To talk about personal concerns with a counselor.

Category 5: RELATING TO OTHERS
Item 16: To have better relationships with teachers.
Item 17: To have better relationships with other students.
Item 18: To know how to get along with members of the other sex.
Item 19: To develop friendships with both sexes.
Item 15: To know how to get along with my family.

Category 6: CLARIFYING VALUES
Item 20: To understand my religious beliefs.
Item 21: To understand more about sex and love.
Item 22: To understand more about the use/abuse of drugs, including alcohol.
Item 23: To become more tolerant of persons whose views differ from mine.
Item 43: To know how the things that are important to me affect my career choice.

Category 7: ASSESSING SELF
Item 24: To know more about my strengths and weaknesses.
Item 25: To better understand my standardized test scores.
Item 26: To understand what I can realistically achieve.
Item 1: To understand my abilities, interests, and other characteristics.

Category 8: UNDERSTANDING SEXUAL IDENTITY
Item 30: To understand the impact of my sex on my career choice.
Item 31: To understand the changing roles and expectations of men and women.
Item 18: To know how to get along with members of the other sex.
Item 19: To develop friendships with both sexes.
Item 21: To understand more about sex and love.

Category 9: UNDERSTANDING OTHER STUDENTS' IDENTITIES
Item 2: To understand, accept, and like myself better.
Item 3: To develop confidence in myself.
Item 7: To learn to tell others how I feel.
Item 12: To become more accepting of others.
Item 13: To build trusting relationships with others.
Item 1: To understand my abilities, interests, and other characteristics.

Category 10: MAKING DECISIONS
Item 27: To know how to assess and evaluate my goals.
Item 28: To learn how to make decisions.
Item 29: To learn how to adapt to a changing world.
Item 6: To set my goals in life.

Category 11: DEVELOPING CAREER AWARENESS
Item 42: To understand the impact of work on my life.
Item 43: To know how the things that are important to me affect my career choice.
Item 44: To know more about possible careers and the world of work.
Item 40: To become more aware of educational alternatives after graduation.
Item 41: To become aware of career training offered in my high interest areas.

Category 12: EXPLORING CAREERS
Item 45: To talk with people employed in my high interest areas.
Item 46: To get some on-the-job experiences in my high interest areas.
Item 47: To do an in-depth exploration of jobs which relate to my interests and abilities.
Item 48: To have actual on-the-job experience to know what it is like to be employed.

Category 13: SELECTING COURSES AND MAKING EDUCATIONAL PLANS
Item 32: To select more courses by myself.
Item 33: To know more about graduation requirements.
Item 34: To find courses relevant to my future.
Item 35: To receive help in selecting courses.
Item 36: To find courses which are appropriate to my needs.

Category 14: MAKING PLANS BEYOND GRADUATION
Item 37: To know how to prepare for careers in which I am interested.
Item 38: To know how the courses I am taking relate to my career plans.
Item 39: To know about financial aids for continuing my education.
Item 40: To become more aware of educational alternatives after graduation.
Item 41: To become aware of career training offered in my high interest areas.

Category 15: PLANNING CAREERS
Item 49: To know how important people influence my career choice.
Item 50: To develop a flexible career plan.
Item 51: To talk to a counselor about career plans.
Item 52: To have my parents involved in my career plans.
Item 37: To know how to prepare for careers in which I am interested.

Category 16: FINDING JOBS AND CAREERS
Item 53: To know what jobs are available locally.
Item 54: To know where to start looking for a job.
Item 55: To know how to apply and interview for jobs.
Item 56: To obtain part-time and/or summer work.
Item 57: To become aware of the employment outlook in my high interest areas.

Category 17: UNDERSTANDING THE GUIDANCE PROGRAM
Item 58: To get to know my counselor/adviser better.
Item 59: To talk about personal concerns with a counselor.
Item 60: To become more fully aware of the guidance and counseling services.

APPENDIX G

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

SUGGESTED FORMAT FOR GUIDANCE PLAN REPORT

TITLE: A Comprehensive Guidance Program for ________________________ School(s)

1. Description of school:
   (a) School population—(numbers of students by grade level served by the guidance program)

   (b) Number and availability of staff and other support personnel serving the school population

TYPE	NUMBER	WHEN AVAILABLE TO STUDENTS (Please check)			
		DAILY	WEEKLY	MONTHLY	ON CALL
Administrator(s)	______				
Teachers	______				
Counselor(s)	______				
School Nurse(s)	______				
Social Worker(s)	______				
Attendance Personnel	______				
Visiting Teachers	______				
School Psychometrist(s)	______				
School Psychologist(s)	______				
Other______________					
____________________					
____________________					

2. Statement of the school's philosophy of education regarding guidance

3. Goal statements of the guidance program

4. Needs determination

   (a) Itemization of needs

   (b) How needs were determined (Explain method used to determine needs)

   (c) Existing status of needs in relation to goals of guidance

5. Objectives

6. Activities

   (a) Activity description—who, when, how, etc.

   (b) Activity calendar—(Flow Chart)

7. Evaluation Design:

   (a) How will objective be evaluated and measured

(b) When will objective be evaluated and measured

(c) Plan for re-examination of needs (summative evaluation)

8. Report of the program progress:

(a) to whom

(b) dissemination methods

APPENDIX H

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF ________ SCHOOL YEAR AND REPORTED TO

________ COUNSELOR ________ SCHOOL ________ SYSTEM

1. GOAL (state goal): Educational: Each student will develop to his fullest potential educationally as a continuous process.

   2. OBJECTIVE (state objective related to goal): After a unit on assessing and evaluating goals, 85% of the students will be able to state their goals and identify the curriculum necessary to achieve these goals as indicated by a counselor-made form for course selection.

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Provide a unit on assessing and evaluating goals.	A. X	
B. Administer appropriate interest and aptitude tests.	B. X	
C. Provide individual and group counseling sessions assessing and evaluating goals.	C. X	
D. Provide a counselor-made form for evaluating success.	D. X	

SUMMARY STATEMENT

1. I have been successful in reaching 4 activities related to objectives. Of three objectives, I have reached three.

2. There were 298 students actively involved in the guidance program.

3. There were 285 students involved in reaching the successful objectives.

4. This represents 95 % of the total enrollment in grades 9, 10, ____, ____, ____.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF ________ SCHOOL YEAR AND REPORTED TO

____________________ COUNSELOR ____________________ SCHOOL ____________________ SYSTEM

1. GOAL (state goal): Educational Goal (same)

2. OBJECTIVE (state objective related to goal): Following the course selection chosen by the student, with the aid and approval of the counselor, 85% of the students will complete their chosen curriculum as measured by a follow up of their four-year plan

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Counselor counsels students in course selection based on their interest and aptitude tests	A. Yes	9th grade only
B. Offer approval/denial of students choice of curriculum	B. Yes	
C. Offer alternatives to curriculum choices	C. Yes	
D. Follow up by semester to see if the student is making successful progress toward completion	D. Yes	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 4 activities related to objectives. Of three number of objectives, I have reached three.

2. There were 715 number of students actively involved in the guidance program.

3. There were 708 number of students involved in reaching the successful objectives.

4. This represents 98 % of the total enrollment in grades 9, 10, 11, 12, ______.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF ________ SCHOOL YEAR AND REPORTED TO

________________ COUNSELOR ________________ SCHOOL ________________ SYSTEM

1. GOAL (state goal): Career Goal (same)

2. OBJECTIVE (state objective related to goal): After exposure to occupational information in a career lab, 100% of the high school students will be able to fill out a work application to take a part-time job, list several skills for the type career in which he/she is interested and identify the basic attitudes expected of him/her in the D.O.T. and Occupational Outlook Handbook

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Expose students to occupational information in a career lab	A. Yes	
B. Have students fill out mock job applications	B. Yes	B. 12th grade only
C. Have students role play job interviews	C. Yes	C. 12th grade only
D. Instruct students in use of Dictionary of Occupational Titles and Occupational Outlook Handbook	D. Yes	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 4 activities related to objectives. Of three number of objectives, I have reached three.

2. There were 686 number of students actively involved in the guidance program.

3. There were 669 number of students involved in reaching the successful objectives.

4. This represents 90 % of the total enrollment in grades 12, 11, 10, 9, ______.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF ________ SCHOOL YEAR AND REPORTED TO

________________ COUNSELOR ________________ SCHOOL ________________ SYSTEM

1. GOAL (state goal): Personal/Social Goal (same)

2. OBJECTIVE (state objective related to goal): After small and large group sessions implemented by the counselor on self-concept and self-acceptance, 85% of the students will demonstrate increased self-acceptance as measured by an increase of scores on the Cooper-Smith Self-Esteem Inventory

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Administer a Cooper-Smith Self-Esteem Inventory at the beginning of group sessions with students	A. Yes	
B. Conduct small and large group activities on self-concept and self-acceptance	B. Yes	
C. Administer a Cooper-Smith Self-Esteem Inventory at the end of the activities	C. Yes	
D.	D.	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 3 activities related to objectives. Of three number of objectives, I have reached three.

2. There were 196 number of students actively involved in the guidance program.

3. There were 186 number of students involved in reaching the successful objectives.

4. This represents 96 % of the total enrollment in grades 10 , ____, ____, ____, ____.

COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

TO BE COMPLETED AT THE END OF ________ SCHOOL YEAR AND REPORTED TO

____________________ COUNSELOR ____________________ SCHOOL ____________________ SYSTEM

1. GOAL (state goal): Personal/Social Goal (same)

2. OBJECTIVE (state objective related to goal): When presented with case examples, role-playing situations, and open-ended sentences, 85% of the students will be able to identify, discuss, and describe at least three appropriate behaviors leading to successful coping skills based on decision-making theory

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A. Provide and teach decision-making theories through individual counseling as well as large and small group sessions on problem situations.	A. Yes	
B. Provide case samples	B. Yes	
C. Use role playing activities	C. Yes	
D. Provide open-ended sentences	D. Yes	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching 4 activities related to objectives. Of three number of objectives, I have reached three.

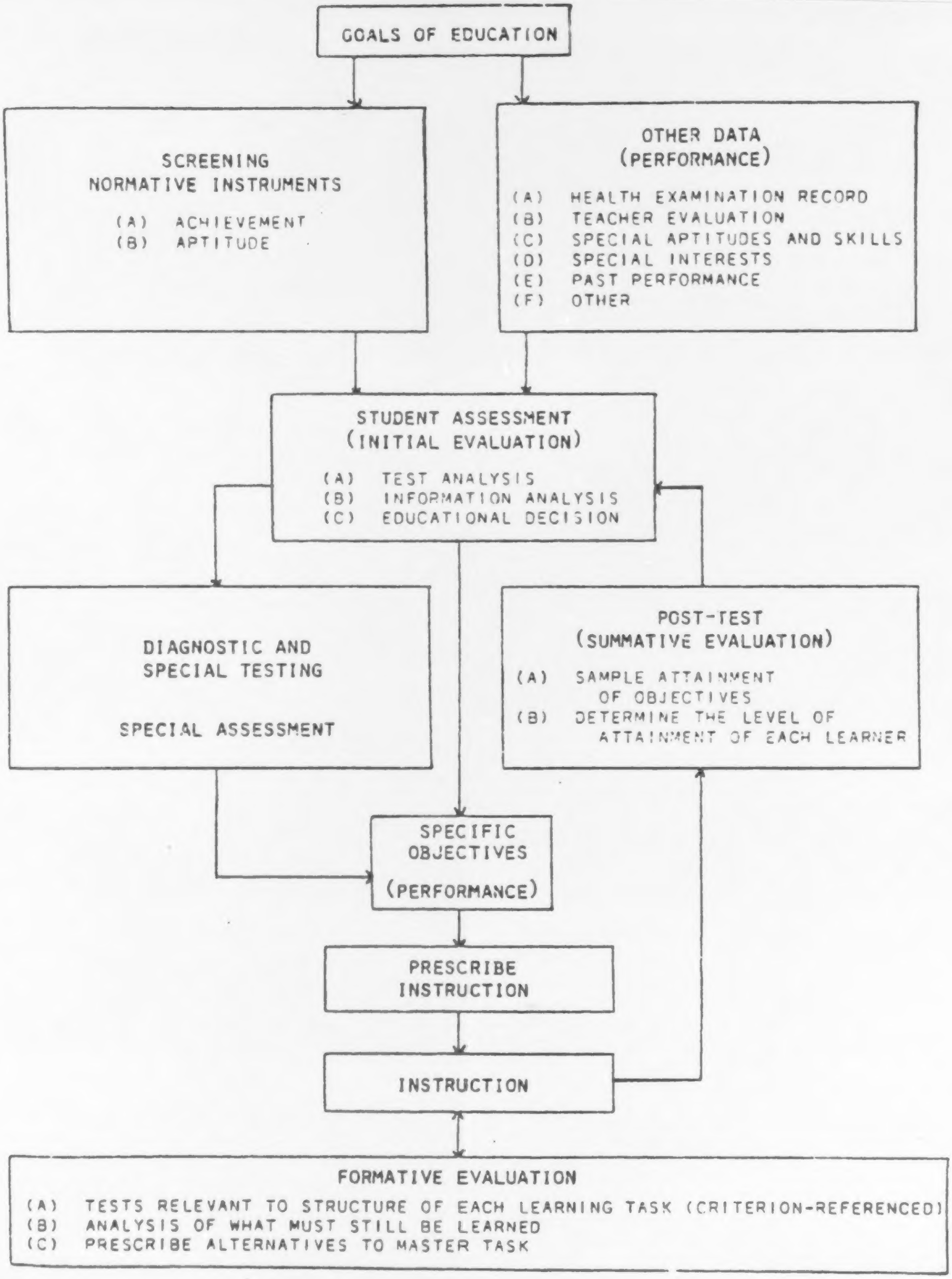
2. There were 196 number of students actively involved in the guidance program.

3. There were 191 number of students involved in reaching the successful objectives.

4. This represents 97 % of the total enrollment in grades 10 , ____ , ____ , ____ , ____ .

APPENDIX I

STUDENT PERFORMANCE EVALUATION MODEL


GOALS OF EDUCATION
SCREENING
NORMATIVE INSTRUMENTS
(A) ACHIEVEMENT
(B) APTITUDE
OTHER DATA
(PERFORMANCE)
(A) HEALTH EXAMINATION RECORD
(B) TEACHER EVALUATION
(C) SPECIAL APTITUDES AND SKILLS
(D) SPECIAL INTERESTS
(E) PAST PERFORMANCE
(F) OTHER
STUDENT ASSESSMENT
(INITIAL EVALUATION)
(A) TEST ANALYSIS
(B) INFORMATION ANALYSIS
(C) EDUCATIONAL DECISION
DIAGNOSTIC AND
SPECIAL TESTING
SPECIAL ASSESSMENT
POST-TEST
(SUMMATIVE EVALUATION)
(A) SAMPLE ATTAINMENT OF OBJECTIVES
(B) DETERMINE THE LEVEL OF ATTAINMENT OF EACH LEARNER
SPECIFIC
OBJECTIVES
(PERFORMANCE)
PRESCRIBE
INSTRUCTION
INSTRUCTION
FORMATIVE EVALUATION
(A) TESTS RELEVANT TO STRUCTURE OF EACH LEARNING TASK (CRITERION-REFERENCED)
(B) ANALYSIS OF WHAT MUST STILL BE LEARNED
(C) PRESCRIBE ALTERNATIVES TO MASTER TASK

RESOURCE MATERIALS FOR DEVELOPING GUIDANCE PROGRAMS

APPENDIX J

A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee; CARE-ED, 845 Belton Drive, Nashville, Tennessee 37205.

A Field Trial and Analysis of Selected Occupational Guidance Activities With Counselor In-Service Education; Project No. D98810.

A Handbook for Career Guidance Counselors; State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, 1035 Outer Park Drive, Springfield, Illinois 62706.

A Program Planning Model for Developing A Career Guidance Curriculum (1976); California State Department of Education, Pupil Personnel Services, 721 Capitol Mall, Sacramento, California 95814.

A Systematic Approach to Guidance Current Guidance Program Assessment; Guidance Director, Mesa Public Schools, Guidance Services Center, 140 S. Center, Mesa, Arizona 8520

An Assessment of the Guidance Program in Secondary Schools in Alabama with Special Emphasis on Vocational Education; Alabama Advisory Council on Vocational Education, Auburn, Alabama 36830.

An Operational Model for Secondary School Guidance Services; Professional Standards Committee, Mississippi Personnel and Guidance Association, Research and Evaluation, Jackson Public Schools, Jackson, Mississippi 39205.

Application of the Planning, Programming, Budgeting System (P.P.B.S.) Concept to Counseling and Guidance Services, A Monograph/Workbook; Division of Pupil Personnel Services, Indiana State Department of Public Instruction, Indianapolis, Indiana.

Career Development: A California Model for Career Guidance Curriculum K-Adult; Monograph No. 5, California Personnel and Guidance Association, 654 East Commonwealth Avenue, Fullerton, California 92631.

Career Education Curriculum Model, A Guide for the Elememtary Teacher, Grades K-4; Alabama State Department of Education, Montgomery, Alabama 36130.

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Career Education Curriculum Model, A Guide for Secondary Teachers, Grades 9-12; Alabama State Department of Education, Montgomery, Alabama 36130.

Career Guidance Materials Available; Mesa Public Schools, Guidance Department, 140 South Center, Mesa, Arizona 85202.

Career Guidance Personnel Characteristics; Mesa Public Schools, Guidance Department, 140 South Center, Mesa, Arizona 85202.

Career Guidance Strategies in Arizona, Arizona Department of Education, Vocational Education Division, 1535 West Jefferson, Phoenix, Arizona 85007.

Career Planning and Leadership Training; California State Department of Education, Pupil Pesonnel Services, 721 Capitol Mall, Sacramento, California 95814.

Competency-Based Certification for Secondary School Counselors: A Feasibility Study; College of Education, the University of Iowa, Iowa City, Iowa.

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Developing Comprehensive Career Guidance Program Orientation; 1. Career Development Theory; 2. Program Development Model; American Institute for Research, P. O. Box 1113, Palo Alto, California 94302.

Developing Comprehensive Career Guidance Programs Orientation, Coordinator's Guide; American Institute for Research, P. O. Box 1113, Palo Alto, California 94302.

Employment Counseling and Job Placement Units; Roanoke County, Salem City Public Schools, 1760 Boulevard, Salem, Virginia 24153.

Final Report, Grant No. OEG-0-74-1721, A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement, and Follow-up; American Institute for Research, P. O. Box 1113, Palo Alto, California 94302.

Final Report for Vocational Education Act of 1963, Part C, Project 1975-77, Poole-Young-Koehler Associates, Inc., 1810 A. College Place, Long Beach, California 90815; (7 Documents; see especially 6 of 7).

Guidlines for Employment Counseling and Placement; Guidance Service, State Department of Education, Richmond, Virginia 23216.

Guidance Services for Ohio Schools, Ohio Department of Education, 65 South Front Street, Columbus, Ohio 43215.

Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks By Vocational-Technical Guidance Personnel; Division of Occupational Research and Development, Department of Occupational and Technical Education, Texas Education Agency, Austin, Texas.

Inservice Training for Guidance Personnel, November 7-8; Career Development Center, Jackson Public Schools, Jackson, Mississippi 39205.

Knowledge of the World of Work: A Test of Occupational Information for Young Men; Andrew Kohen, Journal of Vocational Behavior, 6, 133-144, (1975.)

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Model Training Outline: Use of Labor Market Information in Career Counseling; Bruce McKinlay, University of Oregon, Eugene, Oregon 97403.

New Dimensions in Placement Services, Division of Vocational and Technical Education, College of Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.

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Priority Counseling Survey, Enochs Junior High School, Office of Research and Evaluation, Jackson Public Schools, Jackson, Mississippi 39205.

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Role of the Counselor, Office of Research and Evaluation, Jackson Public Schools, Jackson, Mississippi 39205.

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